DOCUMENT RESUME

ED 328 728 CE 056 901

TITLE Labor Force 2000: Corporate America Responds. Allstate Forum on Public Issues (Chicago, Illinois, February 8-9, District of Columbia, April 20, 1989).
INSTITUTION Allstate Insurance Co., Northbrook, IL.
PUB DATE Apr 89
NOTE 85p.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Community Support; Cooperation; *Corporate Support; *Educational Change; Educational Improvement; *Educational Strategies; *Education Work Relationship; Employment Potential; Government School Relationship; Job Skills; Long Range Planning; Management Development; Needs Assessment; Private Financial Support; *School Business Relationship; Secondary Education; Success; Training Objectives

ABSTRACT

This report is a result of the Allstate Forum on Public Issues, which gathered representatives from 166 U.S. corporations to hear leaders from government, academia, and business. Again meeting on April 20, 1990, representatives were divided into working groups to develop reports and recommendations around applicable corporate disciplines. This report describes a comprehensive plan for education, where companies act as catalysts for planning. There are six chapters in this report: (1) strategic planning; (2) human resources; (3) communications; (4) corporate philanthropy; (5) training; and (6) government relations. The first chapter suggests a strategic planning model for organizing a step-by-step program for generating community involvement and support. Subsequent chapters outline specific actions companies might take to implement the vision developed within their communities. The following three recommendations are based on the creation of an ongoing partnership among education, business, and the community: (1) establish an educational vision for the community; (2) communicate that vision to all members of the community; and (3) empower all relevant groups in the implementation phase of the program. All chapters list references. The first chapter includes 10 figures. An appendix listing all 166 participants in the Chicago forum is included. (NLA)

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Labor Force 2000

CORPORATE AMERICA RESPONDS

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LABOR FORCE 2000
CORPORATE AMERICA RESPONDS
A Report of Corporate Involvement

These reports were developed by task forces created at the Allstate Forum on Public Issues, Labor Force 2000. Task force members included corporate executives, educators and representatives of non-profit organizations.

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PREAMBLE

PREAMBLE

Education is everyone's business.

A society's level of learning measures its commitment to civilization, to competitiveness — to the future itself. So schooling is a legitimate concern of every citizen, an issue every bit as vital as national defense.

That, of course, is the theory behind tax-supported public education. The whole community — even those not directly affected — contributes to the success of the schools. Because, in the end, everyone benefits.

Certainly, business does. Companies have always depended on schools to provide their future employees not only with knowledge and skills, but also with attitudes and critical abilities equally important to functioning within the work force.

Yet, despite the fact that everyone profits from a better school system, few communities have launched comprehensive efforts to improve education — even though the criticism and questioning of America's schools have become widespread in recent years.

Individuals and institutions *have* made specific commitments. Across the country, for example, corporations have become increasingly involved with education during the past decade — from participating in Adopt-A-School efforts, to developing internship and work-study programs, to supporting educational experiments of all kinds.

What's been lacking, though, is a coordinated approach; a plan that provides for *ongoing* cooperation among education, business, and the community as a whole.

To help address that issue, the Allstate Forum on Public Issues gathered representatives from hundreds of major U.S. corporations at a meeting February 8 and 9, 1989, in Chicago. Attendees heard from leaders in government, academia and business. They divided themselves into working groups built around applicable corporate disciplines. They developed reports and recommendations and met again in Washington, D.C. on April 20.

And in the end, they concluded improving education should not be left solely to educators and executives. If the system serves the community as a whole, then the community must help the system understand its needs and meet its objectives.

Hence, this report. The first chapter, in particular, outlines a mechanism for generating that kind of community involvement and support. It is based on the strategic planning model familiar to most businesspeople. And it applies the same principles to the setting of goals and the implementation of plans within a community's educational environment.

The remaining chapters describe how various corporate disciplines and departments might help communities turn their plans into reality.

The Forum attendees also agreed on another idea. They acknowledged that when it comes to education, corporations are only one important constituency within the community. We do *not* have a monopoly on concern or commitment.

But companies *can* — and should — serve as a catalyst for focusing the larger community's attention on educational priorities and objectives. Ours is a strategy-driven, market-sensitive, goal-oriented discipline. We know about budgets. We understand planning, tactics, and communication. We have a major stake in the success of the educational enterprise.

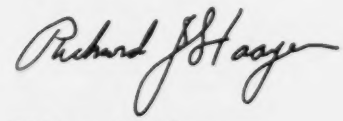
So, while we cannot provide all the answers, there is reason for us to help raise the questions.

That's what this report does. Its preparation required the dedicated efforts of many individuals and organizations. Not all can be cited here, but some that deserve special mention include Kenneth I. Primozic of IBM, chairman of the strategic planning group and co-chairman Dr. Edward A. Risinger of the National College of Education; Karl E. Ideman and Nancy Van Doren of The Travelers, Art L. Williams of Ford Motor Co., Dr. Donna R. Weaver of the National College of Education and Cleopatra B. Alexander of Alexander Associates, co-chairmen of the human resource group; John A. McDermott of Illinois Bell, Rexford G. Brown of the Educational Commission of the States and Dr. Robert W. Pirsein of Pirsein and Associates, co-chairmen of the communications group; Patricia L. Willis of the Bell South Foundation, James N. Alexander of Alexander Associates and David G. McCreery of the National College of Education, co-chairmen of the corporate philanthropy group; Stephen J. Nielsen of U.S. West Communications, Jack E. Bowsher of IBM and Dr. Darrell A. Bloom of National College of Education, co-chairmen of the training group and Walter L. Kraus of Baxter Travenol and Dr. Anderson J. Ward of National College of Education, co-chairmen of the government relations group.

This book is neither the first nor the last attempt to address the issue of education in America. But we hope it will prove among the most useful — particularly for those within the corporate community.

Like our counterparts in education, government and the community, we as citizens and businesspeople have many motives for helping our schools respond to the challenges of the next decade and beyond.

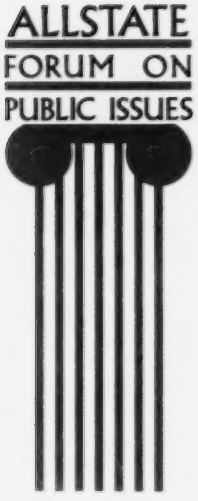
But for *all* of us, maybe most important is the realization that we can give the next generation no better gift than the greatest possible chance to succeed.



Richard J. Haayen
Chairman of the Board and
Chief Executive Officer

April, 1989

INTRODUCTION



INTRODUCTION

We live in a watershed era.

America's brand of democratic capitalism was originally based on powerful ideas that arose simultaneously more than two centuries ago. In fact, it's probably no coincidence that the Declaration of Independence and Adam Smith's revolutionary book, *The Wealth of Nations*, were written in the same year.

Smith's vision of human capital as a country's most valuable resource not only echoed the Declaration's theme of individual dignity; it also encouraged America's early commitment to universal education. And that, in turn, helped transform an untamed land with a largely agricultural economy into the undisputed powerhouse of the Industrial Age.

Today, we have arrived at a similar turning point in economic history. The business world is rapidly moving from nationalist economies based on manufacturing, to global marketplaces dominated by service industries.

The evidence of such change is everywhere. The establishment of Japan as an economic superpower; the emerging economies elsewhere in the Pacific Rim; the European economic unification scheduled for 1992 are all relevant developments. So is the worldwide push toward high-tech, information-intensive enterprises.

Most of us are familiar with the economics and the demographics of the situation. Basically, we are faced with an already serious — and rapidly growing — gap when it comes to the most important of all business resources. Putting the problem in graphic form, the lines representing corporate growth rates and work force growth rates are headed in opposite directions.

Between now and the year 2000, the population and the work force will increase more slowly than at any time since the Depression years — less than half as fast, for instance, as during the 1950s. Contrast that projection with a conservative estimate of 2.9 percent annual growth in the GNP over the same period, and it's apparent that the labor shortage could throw a serious wrench in the American economic machinery for years to come.

Here at home, two facts underline the truth of these trends. During the past generation, service businesses have passed manufacturing as the number-one employer in the United States; and during the same period, America's share of total world manufacturing exports dropped significantly.

The result is social change as fundamental as the earlier shift from farms to factories. And it requires that tomorrow's workers be equipped with new knowledge, skills and attitudes.

The high school class of 2000, which has already started school, will encounter a very demanding job market when it graduates. Marvin J. Cetron, author of *Schools of the Future*, says, "Less than 6 percent of workers will find a place on the assembly lines that once gave high school graduates a good income; the rest will have been replaced by robots. Instead, service jobs will form nearly 90 percent of the economy. A decade ago, about 77 percent of jobs involved at least some time spent in generating, processing, retrieving, or distributing information. By the year 2000 that figure will be 95 percent, and that information processing will be heavily computerized."

What's more, these so-called "knowledge workers" will need more than a familiarity with information technology. Gone are the days when employees were expected to perform only routine tasks. In service industries today, they're being asked to make complex, on-the-spot judgments regarding customer satisfaction. In manufacturing, they're being asked to contribute their ideas through quality circles and other participatory programs.

The result is a great and growing need for workers who can think creatively and respond intelligently to changing situations; people who can spot opportunities and make the right choices.

Those will be the qualities most prized in Work Force 2000 and for decades thereafter. Yet in many ways, today's schools are not oriented toward developing those attributes.

What's needed, then, is an educational vision for the Information Age as powerful as the one Adam Smith developed for the Industrial Age; a vision of the *education* system that coincides with the vision of the *economic* system.

What form should that restructuring take? It might mean redesigning the school curriculum to make learning more meaningful. It might include recruiting better teachers and paying them accordingly. It might involve more and better job training and internship programs.

It also might be more systemic. Educational deregulation in the form of free choice or voucher systems could be considered. On one end of the spectrum, an openly competitive system pitting public education against private schools and other for-profit alternatives might be established. On the other end, the state or other authorities might assert *greater* control over educational enterprises within a given community.

Finally, the vision of American education over the next decade will undoubtedly be influenced by many external factors, including advances in technology; levels of available funding and public support; and collaborative arrangements between schools and other institutions within the community, including corporations.

All of these various options might be successfully applied by individual schools. But none of them will work everywhere, which is why we believe the vision of American education must be, above all, a *community* enterprise.

What this report recommends, then, is the creation of an ongoing partnership among education, business, and the community as a whole; a partnership that shares ideas, human and financial resources, understanding and responsibility; good-faith effort directed toward a threefold purpose.

First, *to establish an educational vision for the community*; a vision that combines the perspective of educators, business leaders, government officials and community groups, parents and others; a vision that includes setting goals and making plans, rather than simply reacting to individual problems or issues; a vision that inspires commitment to common objectives.

Second, *to communicate that vision to all members of the community*. Complex organizations succeed only when all the participants understand what's important. Communicating priorities allows everyone to have a role — and an interest — in the improvement process.

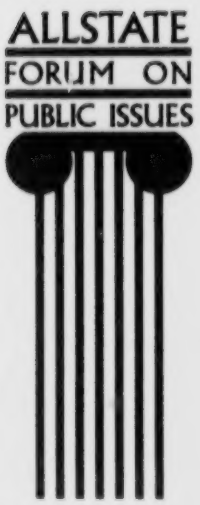
Third, *to empower all relevant groups in the implementation phase of the program*. Partners don't disappear after the concept stage; they stay and make sure the work gets done.

The first chapter of this report suggests a methodology for organizing such a step-by-step program. Subsequent chapters outline specific actions companies can take to help implement the vision developed within their communities.

Individual corporations or business coalitions may choose to pursue only those initiatives that seem possible or appropriate within their communities. Those efforts are to be encouraged and applauded.

But where possible, companies are urged to act as catalysts for *comprehensive* planning of the kind described on the following pages. If we can help a community create its own educational vision, communicate that goal and commit resources toward its success, then business will have helped schools take the truly significant steps necessary to prepare America and its children for the challenging century ahead.

STRATEGIC PLANNING



OVERVIEW

Corporate America functions best when it develops a vision, determines priorities and strategies, builds consensus, provides leadership and addresses, with all available resources, whatever thorny challenge lies in its path.

The challenges posed by the crisis in education call for the same all-out commitment. Nothing less will do if American business and the education system jointly are to meet the high standards necessary for an educated citizenry and a competitive labor force.

If you count every partnership and Adopt-A-School program, there have been literally tens of thousands of piecemeal attempts by business to brighten the education picture. These efforts, however well-intentioned and rewarding, have fallen short for lack of a broad constituency.

And for lack of strategic planning. In the corporate world, strategic planning provides the framework for common understanding and shared goals. It is a vehicle that could be employed with telling effect in addressing educational challenges.

Alliances need to be made among individuals, community groups, schools and school organizations, business and government. Partnerships must be formed to share thoughts, responsibilities and resources (both human and capital). It is imperative that the community develop a shared vision which can be strategically developed and tactically implemented.

Need for a Vision and Leadership

Behind every successful venture lies a vision that drives the process. That's pretty elementary, but every maxim is. Without vision, no business or school would be very successful for very long.

What made the National Commission on Excellence in Education report, "A Nation at Risk," so disturbing was not that it pointed out how our educational system was failing. More distressing was the conclusion that the system had lost its vision of success and what achieving it will require in the future.

> "Our society and its education institutions seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them." (A Nation At Risk)

The report depicted a system that was foundering while systems in other advancing nations were graduating bright and highly capable workers.

William Bennett was trying to restore vision through his "What Works" series and his James Madison curricula. There is plenty of room for disagreement over his methods; but *his* vision was to re-establish a vision in the educational system.

Vision is what Peter Drucker refers to as the mission of an enterprise. ". . . the task of thinking through the mission of the business, that is, of asking the question: 'What is our business and what should it be?' This leads to the setting of objectives, the development of strategies and plans, and the making of today's decisions for tomorrow's results." (From "Management: Task, Responsibilities, Practices", New York: Harper and Rowe, 1974, P.611).

A vision implies several things. A vision implies leadership. In looking at leadership, one would ask for the senior leaders in a partnership to be able to act as catalysts in forming, as well as effectively communicating and implementing, a "SHARED VISION." To achieve this, the following is necessary:

Key Elements to Executive Vision and Leadership

- established senior-level partnership
- understanding of environmental and strategic forces
- development and implementation of the "SHARED VISION"
- effective communications
- development of resources within the community
- deployment of resources within the community
- monitoring execution of the plan
- development of future leaders and plans

In addition, the leadership of this partnership must create a vision in the community that everyone rallies around by taking steps to ensure that the "SHARED VISION" is communicated throughout the community; convey a sense of urgency; inspire an attitude of excellence and enthusiasm; encourage a sense of ownership and commitment by all members in the community and provide for teamwork.

Need for Priorities

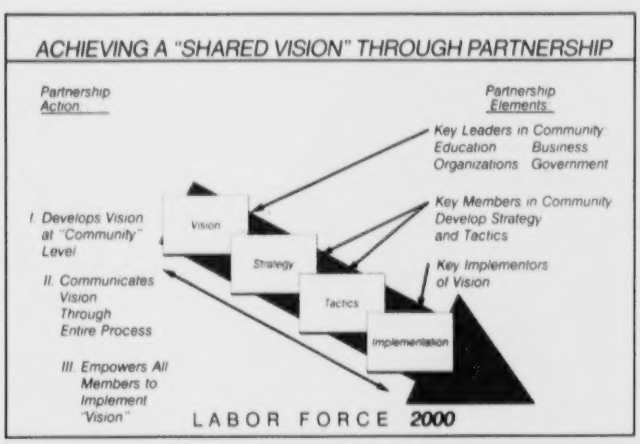
Given the aforementioned requirements of a "SHARED VISION," the question then turns to how the partnership achieves it, considering the ever-increasing demands and requirements on the education system. The cultural chasm separating business and education offers significant obstacles, not the least of which is poor communications. Business and education are still learning to speak each other's language. However, they are not alone. Communities comprise many other constituencies — often with different views, cultures and languages.

In addition, there are increasing demands upon educators for more and better and faster results. Taxpayers are becoming increasingly impatient. The hard-line reformers are calling for nothing short of free choice, voucher systems, national core curriculums, higher test scores and teacher career ladders. In some

instances, the states have entered with threats of takeover of a school system, or in the case of New Jersey, actually doing it. In many cases, educational leaders are resisting mightily to this turf intrusion. This is not an environment conducive to sitting down and producing a "SHARED VISION" resulting in a reasonable community plan.

And if that's not enough to daunt the most enthusiastic reformer, the issue of who is going to pay for the efforts might be. Business has to answer to the financial community and the pressures of looking at the short-term bottom line. The schools always seem to be in a financial bind of seeking passage of bond referendums, raising taxes or addressing declining student enrollment with aging facilities.

To succeed in this environment, priorities must be set at the national, state and local level. Each organization will have to form the partnership with education, business, community group and government with the explicit mission of building the vision and developing the strategies which will set priorities according to the individual needs (illus.1). Each will have a different "SHARED VISION" which fits its needs.



Illus. 1

Need for Strategic Planning

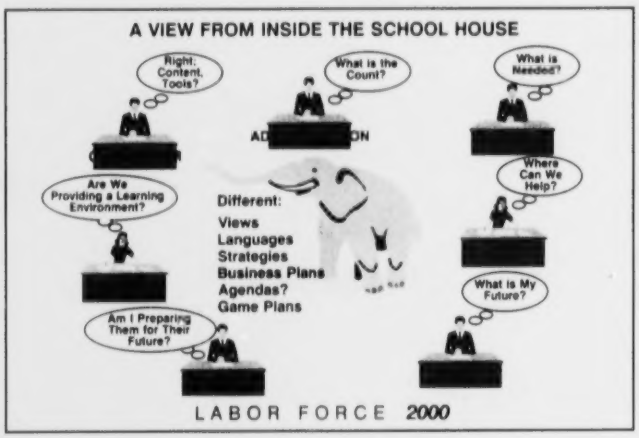
"SHARED VISION" and effective leadership means establishing agreement between the internal and external entities that make up a school system's environment, i.e., the superintendents and boards of the school systems, heads of business and community organizations and government leaders. But as noted before, establishing such relationships is not necessarily easy, largely because of the different cultures in which these leaders operate.

If such alliances are to be truly effective, the school systems may be able to borrow strategic planning techniques from business. Edward and Kenneth Primozic of IBM have developed a strategic planning technique called Linkage Analysis Planning (LAP), which they've adapted for use in building business/education partnerships.

Developing the Strategic Plan

In looking at the school system from a strategic planning standpoint, as in the LAP model, two different views need to be considered — an internal view and an external view. From an *internal* perspective, we can identify key functions of the school system as being teachers, students, faculties, curriculum, etc.

In trying to develop a strategic plan to determine priorities and use of these key elements of the school system, one is reminded of the story of the blind men looking at the elephant. Each one felt a different part of the elephant. One perceived it as a wall, another as a tree and another as a rope.

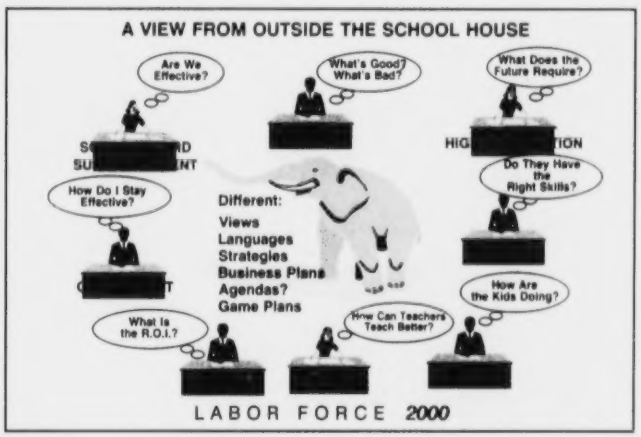


Illus. 2

As we look at the school system from this internal perspective, the situation is often similar (illus. 2). We see everyone looking at the school but each sees something different. Principals, teachers, administration, students, etc., all seem to have a different view of the school. The challenge is to create a "SHARED VISION," through which the different members of the school system can visualize the same image of the school. The first step is to identify the key

functions that are critical to the school system itself. From an internal standpoint, these key functions may be the systems, facilities, teachers, finances, curriculums, technology, management, administration or student improvements.

A similar approach needs to be taken with the *external view* of the school system, i.e., the perspective of school boards, higher education, unions, business, parents, taxpayers, state, local and federal government. Each of these groups also has a different view of the "elephant" (illus. 3). Again, because of these differing perspectives, it is essential for these groups to visualize a similar image of the school. Strategic planning will play a major role in achieving this.



Illus. 3

Strategic Planning Requirements

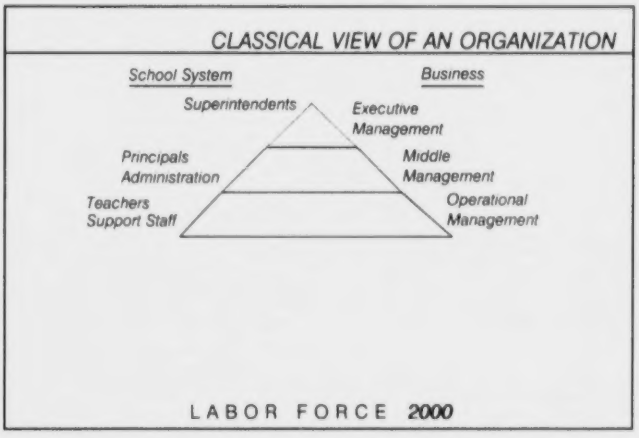
Strategic planning can be defined as developing the appropriate actions to understanding and defining the role that the school system will play in the community today and within the next five-to-seven years. In order for that to happen, *four* key activities must occur in the community:

- *Involvement of key leaders in the community to be actively involved and take action.* As Peter Drucker points out, ". . . the task of thinking through the mission of the business . . . clearly can be done only by an organ of the business that can see the entire business; that can balance the objectives and needs of today against the needs of tomorrow; and that can allocate resources of men and money to key results." *(ibid).* Leaders in the community have earned the right to speak for their constituents. They've learned how to balance the forces within their own constituencies and come to some consensus about their position on an issue. Therefore, they bring to the table a force of collected points of view. If the key leaders are not involved, the constituents will not be involved.
- *Development of a top-down vision which raises the level of effectiveness for the community.* One of the key elements in achieving organizational effectiveness is the ability to choose the right investments in education. This means that the community leaders must be able to accurately choose the projects that offer the highest payoff in raising the community level of effectiveness. In doing so, the leaders must continually redefine what is an acceptable payoff. Yesterday's risk and return analysis may no longer be sufficient. The definition of education's success constantly changes as markets, conditions, and the rules of the game change. One of the challenges for education will be to analyze the business case for potential strategic investments in technology.
- *Enabling a bottoms-up implementation of the vision.* It is critical that leaders and managers at all levels in the community realize that they must work together to form and clearly articulate the vision to all members of the community. The actual implementation of the vision and strategy will come from the students, parents, teachers, administrators, principals and the other members who work in or with the school system on a day-to-day basis. Involvement of all members in the community to think strategically and act tactically is crucial.
- *Creation of a formal ongoing investment and management process within the community.* A key characteristic of today's business environment is that there is often a lack of direction; Tom Peters' *Thriving on Chaos* appears to question the entire role of planning and management formalization of the process. However, to the innovators and leaders, there is a sense of order and vision. The successful leaders communicate that vision and spend enormous amounts of time and effort to ensure that their organizations have investments and management processes in place to achieve it. The situation in education is, in many ways, no less chaotic. If the community partnership in education is to work, the same diligent efforts and ongoing process will be needed.

In addition to these four key activities, a community must develop a strategic plan for both the school system and the extended school system that is based on the "SHARED VISION."

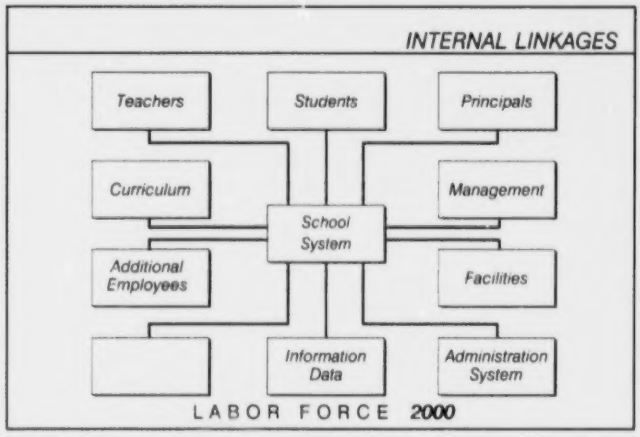
School System Plan

When taking an internal focus of the school system and identifying the right investments, it is helpful to consider Robert Anthony's 1965 depiction of a business (illus. 4). It shows the internal structure of the school system and helps us identify some of the key elements critical for a school's success.



Illus. 4

But by taking that view and expanding it into a linkage, we can see how the perspective changes (illus. 5). The chart, naturally, will be different for every school system based on size, geography, demographics, etc. Once the chart is built and all the major linkages/elements and functions are defined, the school system members must decide which linkages/elements are the most important or in need of attention. Once a consensus is reached on the top one or two priority items, the members must step back and look five-to-seven years out and see if any of these linkages can be expected to change, or whether new ones will be added. Members must ask themselves: What are the implications of the new changes? What will be the impact on the rest of the school system? These questions must be posed because changing technologies, demographics, business conditions, global competition and government regulations will tend to shift priorities.



Illus. 5

As members become familiar with the strategic planning process and better understand the changes in the future, the school system will realize that in addition to prioritizing the key linkages, attention must be focused on managing the links between different elements on the chart. For example, a change in curriculum will have an impact on students, teachers, information requirements and, possibly, facilities and administrative systems.

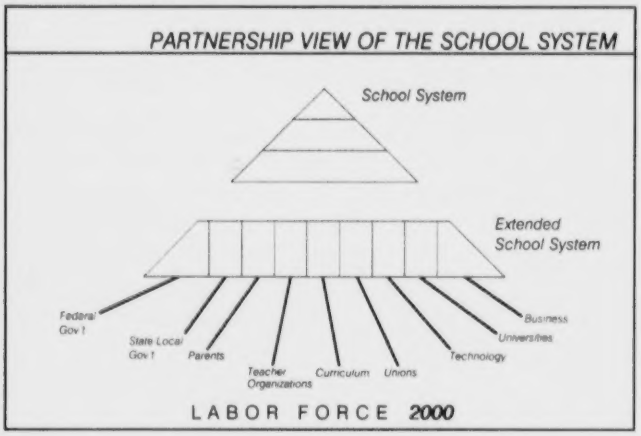
A shift in student enrollment up or down could have serious budget consideration on the cost of facilities and the number of teachers. Understanding the near-term changes and predicting the long-term changes to the internal linkages chart will enable the management of the school system to become proactive. Management of the links will become as important as picking the right functions. Developing a strategic planning function similar to this will enable the tactical plans, based on critical success factors and departmental studies, to be more effective.

Extended School System Plan

Business has traditionally viewed enterprise in the classic management triangle (illus. 4).

However, that's all changed. The internal organizational structures are often no longer hierarchical. What is even more important, the new economic realities demand that organizations define themselves in the context of an extended enterprise. An important part of strategic thinking is to form in your mind a view of your enterprise. The view should consider the linkages that exist with important external organizations. From the education

perspective, the initial view of the school system shows superintendents at the top, principals and administration in the middle and teachers and support staff at the bottom. As the educational system restructures, this management hierarchy will flatten and a decentralization will take place. The economic



Illus. 6

realities will also demand that the school system will be defined in the context of the extended school system shown (illus. 6). For the school systems, strategic thinking will comprise two parts:

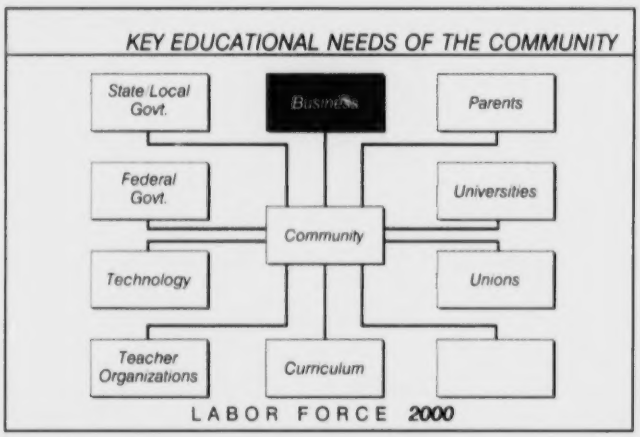
- understanding the system's internal linkages/elements
- defining the system's role and relationships/linkages in the community by defining and understanding and developing the extended school system.

This will require education and its partners to explore the management and social implications associated with the common goals of the extended school system. In formulating a strategic vision, members of the community must bring together the environmental information, expectations and goals of the partnership and then use these to identify the "SHARED VISION." The partners in the extended school system must make no assumptions about the importance or management of these strategic linkages. Perceiving the extended school system as an extended enterprise will require a clear understanding of both the internal and external linkages and the existing and the potential relationships that develop among all elements of the extended enterprise.

Therefore, long-term success will be determined by how well the community partnership can identify the critical elements today and tomorrow, and how well they are able to collectively manage and use them for strategic advantage.

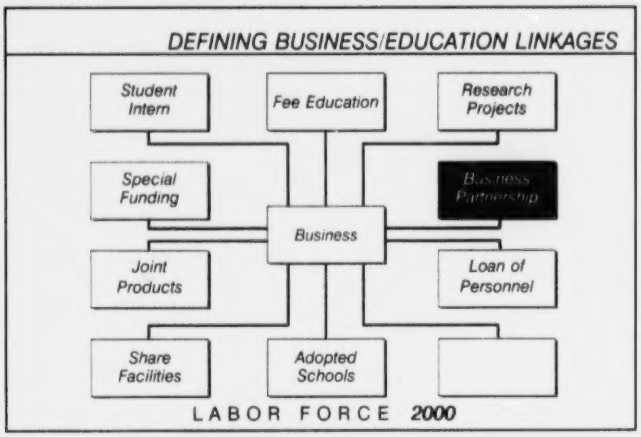
Developing the Extended School System

In developing the extended school system model, the partners in the community must begin by identifying and understanding the key needs of the community. Only then can analysis follow. With the key leaders in the community being catalysts for this process, a chart similar to illustration 7 can be drawn. The objective of drawing this chart is to provide a common framework so the leaders can visualize the key linkages/elements required for the strategic plan. In some instances, the difference will be substantial.



Illus. 7

Once the two or three priority items are identified, an action plan can be developed by first selecting the most important item and putting it in the center of a new chart. Illustration 8 shows business, for example, as the most important element on the chart. At this point, the leaders must understand and identify means by which business can play a substantive role in working with the school system. Here is where business requirements, available resources to share, responsibilities and expectations are reviewed. From the school system's side, the same issues are discussed. What are the school's requirements, resources, responsibilities, needs and expectations? By using linkage analysis, a common understanding, dialogue and sharing of ideas can be fostered, enabling the "SHARED VISION."



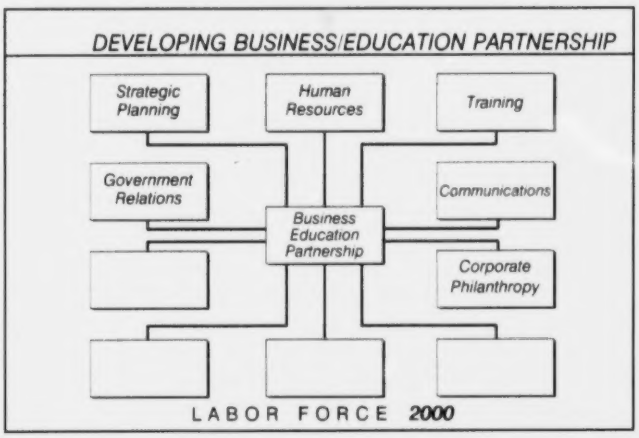
Illus. 8

One example of how this process has worked is provided by Dr. Jean McGrew, superintendent of Glenbrook High School District #255 in northern Illinois. Commenting on a Linkage Analysis Planning session conducted at a recent American Association of School Administrators (AASA) seminar titled "The Future and America's School," McGrew said: "This was an initial effort for school administrators to get a better insight as to what our goals should be. We concluded that the forces that supported and impeded schools tend to be the same groups, depending on the issue.

"It complicates the ability of schools to form long-term alliances. The next step was pinpointing the economic and other factors, such as financing, that affect a school's operation. Other issues such as area unemployment rates, admission requirements for local colleges and business requirements were considered. After identifying about 20 problem areas, the school administrators developed prioritized action plans to deal with these problems, taking into consideration the community 'supporters' and inhibitors that had been identified earlier.

"Linkage analysis means recognizing that expanded communication (of information) can also be used as a tool to 'grow' an organization, improve its relationships and make it more effective over the long run. One of the assumptions of linkage analyses is the regular sharing of information. This allows us to start our problem solving on a common set of assumptions based on shared knowledge. To some at the AASA session, it was an eye-opening exercise, allowing them to verbalize long-held intuitive concerns. To others it was just an interesting way of looking at a complicated problem. But I think it heightened everybody's view of the importance of preparing for the future" (IBM "Directions" June 1988).

Once the major linkages between business and education have been identified, the leaders must decide which are the most important to pursue and to allocate time and resources. In our example, BUSINESS PARTNERSHIP was selected as shown in illus. 9. The objective of the planning session is to identify the specific ways in which the business/education partnership can raise the level of effectiveness for the community, education, business and all members of the community. The real challenge is to ensure that the meaningful linkages identified will provide substantial benefit for all. At this level in the strategic planning process, it would be appropriate to document the identified action plan to be studied and then outline and describe any exposures or assumptions which need to be reviewed.



Illus. 9

The detailed study and follow-up should be assigned to the management task force or subcommittee with two prerequisites: 1.) Don't start too many projects; the extended school system may not be capable of managing or implementing them because of resources, time, etc. 2.) The leaders must stay actively involved throughout until the specific parts of the strategic plan are documented for tactical actions by various management groups in the partnership and implemented. To leave the process before the work is delegated and implemented will doom the plan. A successful transition from strategic planning to tactical action is accompanied by leadership monitoring and inspection of the bottoms-up

implementation. Everyone's role must be understood and the responsibilities defined. It can't be something that will happen just by chance.

Summary of the Strategic Planning Process

Linkage analysis planning can be a key process by which we can achieve the goals and expectations of education, business and the community. This community-based strategic planning process also provides a vehicle through which business can provide significant skills and assistance while at the same time build a framework for common understanding and sharing of goals. The planning process should begin with a conceptualization of both the internal and external views of the school system. This includes understanding the key linkages within the school system, as well as understanding the key linkages between the organizations in the extended school system. To ensure success, leaders must focus on the management of these linkages.

With a "SHARED VISION" intact, leadership and management are responsible for the communication of the vision to every member of the community. This communication process must include understanding, sense of urgency and buy-in.

Finally, this must be a formal process initiated by the leaders of the partnership. The process must include a top-down vision creation with a bottoms-up implementation. Key to this success is the involvement of the leaders and the enabling of all members to think strategically and act tactically. Empowerment of all members, students, parents, teachers, management and leaders is a crucial requirement.

Role for Community Partners

Each group and organization has a major role to play in developing and enhancing the school system and the extended school system. Educators should continue to play the major role in directing and enhancing the schools. Business can play a major role as a catalyst, initiating the creation, development and understanding of the extended school system. Business can bring insight to understanding the process and formulation of the vision by:

- determining future global, economic and technology direction
- identifying changing business and social needs
- providing methodologies, techniques and skills for planning and analyzing
- defining changes in student requirements and skill needs associated with the shift to knowledge workers and an information society
- using its history of management and organizational sciences for changing and restructuring organizations

Education will play a major role in the extended school system by:

- seeking and promoting the spirit of partnership in the community
- reviewing the education environment as being the school system and the extended school system
- playing a more active role in sharing resources, skills and facilities with the other partners in the community

Government should play a major role by providing for an environment and an infrastructure which will:

- enable and encourage the community partnership (not hinder with centralized directives and excessive and redundant administrative requirements)
- work for the empowerment of decision makers and all members of the community
- provide leadership beyond funding and legislation. Government should provide insight into the environment for educational change, the economic situation and a broad view of educational needs

Community Groups can play a major role by:

- encouraging the leaders to be involved
- fostering an environment for community partnership and pride
- assuming responsibilities and duties relating to family and community functions
- encouraging or acknowledging the actions of good leaders
- being involved and committed to the community

If the different partners in this community partnership play an active role in the creation and implementation of the "SHARED VISION," the community, — local, state or national — will meet the initial requirement put forth in this chapter:

> To raise the overall level of effectiveness for the community, its partners and its members.

It will become a circular process as shown in illus. 10. Education as shown on the left of the chart must continue to identify and develop the vision of the school system and empower its members (teachers, students, administrators support personnel, management) to understand and implement the vision. To form a "COMMUNITY SHARED VISION," education and its partners in the community, shown on the right side of the chart (government, community organizations, business) must work together in a spirit of community commitment to identify, understand and define the "SHARED VISION." It is then the responsibility of the leaders of the community to communicate and enable all members in the community to understand and work toward implementation of the vision.

Illus. 10

The subsequent chapters in this report provide some tactical examples of how this "SHARED VISION" and community partnership can be implemented once a strategic plan has been developed.

Editor's Note: Illustrations 1 through 10 were provided by the IBM CORPORATION.

Many of the concepts and thoughts in Chapter 1 were developed in a forth coming book titled:

"MAKE NO ASSUMPTIONS . . .
A LEADER'S SURVIVAL GUIDE"
by Kenneth Primozic, IBM
Edward Primozic, IBM
Benn Konsynski, Harvard University
Joe Leben, Leben, Inc.
Pre-publication edition available through Leben, Inc.,
Clarendon Hills, IL 60514

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HUMAN RESOURCES

ALLSTATE
FORUM ON
PUBLIC ISSUES

OVERVIEW

For much of American business, the labor pool crisis is already here. It arrived abruptly and alarmingly. After all, the 1970s were years of surplus job candidates with a comforting supply of basic skills. Industry could hire en masse and move people freely from function to function. That's history. Toward the end of the 1980s, dramatically changed conditions helped create a human resource crush with ominous overtones. The crunch is two-pronged: a shrinkage in the population of high school graduates who are fully functional and an escalation of competition for college graduates, a pursuit that will become mind-boggling before 1994.

While the pinch hurts business, generally, and service industries most of all, the corporate response must be stronger. Thousands of individual business-education projects are in place, yet there needs to be more collaborative, national programs and systemic change that can reverse negative trends. Coalitions and partnerships need to be formed in increasing numbers. New bold initiatives must be taken.

There needs to be a greater drive to make things happen on the education front. We, the business community, must become obsessed with improvement in education. CEOs and senior human resource people must be centrally involved. With their buy-in, potent business coalitions and meaningful business-education partnerships are possible. With such alliances, there is hope for a shared vision and a common solution. The alternative is the status quo: a continued decrease in America's competitive edge.

What can business offer education? Clearly it can identify the changing requirements in the workplace as well as reasonable expectations. It can provide input on skill-building for educators and students alike, without attempting to impose a specific curriculum. It will not be a matter of simply submitting a list calling for computer literacy to this level or that. Rather it will be: "Here's what we need. What can you give these kids to suit our requirements? And how can we help? What can we provide in the way of services and materials?"

Help can materialize in the form of loaned HR professionals — experts in the employment area perhaps — with selection, training and career experience. Human resource liaison people can provide practical day-to-day help to educators in the area of problem-solving and critical-thinking. Unpaid volunteers — corporate retirees and employees' spouses — can be readily mobilized by the human resource group. Formal and informal meetings can be organized along with leadership training and other proven innovations in corporate development.

Effective school assistance will have a significant price tag. But the costs will seem negligible when stacked against the ongoing expense of remedial training for young people who come through our doors ill-prepared to meet even the most basic business needs.

This chapter addresses the labor-force crisis from a human resource perspective. It includes three sections:

SECTION I. Important skills and behaviors that employers need in potential employees.

SECTION II. Collaborative relationships between local businesses and schools which address human resource needs.

SECTION III. Measurements that can be used to gauge the success of the students, programs and collaborations.

It is important to note that *there is no one model for success*. The blueprint presented here is sufficiently flexible to adapt to variances in environment and available resources. In the case of schools, coalition building on a local level and custom-designed local strategies for school/business collaboration will be most likely to produce long-range change — and positive impact on student achievement.

THE IDENTIFICATION OF EMPLOYMENT SKILLS

Education and business must work together toward a common goal — the future employability of today's students. The skills necessary for employment should be defined in two categories, academic and behavioral.

Academic Skills

- Reading: the ability to read and comprehend an employee handbook or to handle customer correspondence.
- Writing: the ability to communicate non-technical information in a clear and concise format, using good grammar and correct spelling; the ability to understand ideas and communicate them in writing.
- Computer literacy: the ability to understand computer concepts; keyboard skills.
- Calculating: the ability to add, subtract, multiply, and divide without a calculator; the ability to make change and balance a checkbook.
- Language skills: the ability to communicate in English.
- Learning: the ability to continue a lifetime pattern of growth.
- Reasoning: the ability to put a number of different concepts together in a logical form for problem analysis; the ability to draw conclusions; the ability to show good judgment and common sense in decision-making.
- Speaking: the ability to communicate orally, grammatically and persuasively.
- Organizing: the ability to set priorities and manage time.
- Listening: the ability to listen for content and emotional meaning and to follow oral instructions.

Such academic skills provide the foundation for decision-making and problem-solving. Nevertheless, we also need to focus on behavioral skills that provide the underpinning for a strong work ethic.

Behavioral Characteristics

- Concern for others
- Ability to work in teams
- Commitment to quality
- Self-esteem and self-motivation
- Dependability, discipline, and a sense of responsibility
- Integrity and loyalty
- Competitiveness and an achievement orientation
- Creative thinking and problem-solving
- Acceptance of constructive criticism
- Coping skills
- Appreciation of the roles of leadership and "followership"
- Respect for others, including authority

With such requirements established, business and education then can look squarely at what must be done to ensure that students are adequately prepared to fill the jobs that await them. Some of the tasks necessary to prepare students to become workers lie in the hands of educators; others lie in the hands of business. Nevertheless, with basic employability skills defined, business and education can work together using a common language and shared goals.

BUSINESS AND SCHOOLS WORKING TOGETHER

Schools and businesses must form one collaborative strategy to prepare students for the world of work. Human resource professionals are able to facilitate such collaborations and need to be tapped for their abilities to expedite the process.

Building the Coalition

Successful collaboration requires a strong commitment, a long-term relationship and dedication of resources. Many school systems and businesses are already engaged in collaborative activities.

- Building awareness and understanding among concerned publics: The school system, state legislature, school board, local school administration, teachers, parents, other businesses.
- Developing an agenda of common concerns.
- Defining the scope of the societal problem of dealing with an ill-prepared work force.
- Identifying the barriers that might hinder successful collaboration.
- Agreeing on the concept of interdependence of business and the school system.

- Measuring improvements that result from a pooling of resources, including an improved labor pool; improved economic productivity; an improved tax base; and additional funding sources for the community and the school system.

Empowering the Collaboration

Effective collaborations can result only from honest communication and clear understanding of each other's expectations, understanding that short-term solutions do not exist. Business must be willing to offer ongoing professional skills and resources to schools to improve the quality of school experience and, in the end, to create a better work force.

What Business Can Do To Collaborate

Before business involves itself in external efforts, corporate representatives, often human resource professionals, must analyze and gather internal support for their endeavors. Some of the internal steps that precede external involvement include:

- Engaging the company's chief executive officer in the process.
- Determining work-force needs.
- Determining the type and amount of support the company is capable of providing — monetary, staffing, training.

Once the internal agenda is complete, representatives can reach out and work with local schools. Steps include:

- Conducting a needs analysis in partnership with the school system to determine how corporate resources might best be utilized.
- Studying the school system's goals and creating strategy to eliminate shortfalls.
- Articulating the corporation's expectations of the school system, and the depth of corporate commitment.
- Investigating the potential for business consortiums.
- Documenting short- and long-term goals.
- Developing effective tactics to help reach objectives.

Decide which of the school system constituencies would benefit most from shared business resources, and match those resources accordingly. Several key groups or "audiences" which business should consider working with are: central administration, the school board, local school sites, principals, teachers, students and parents.

EXAMPLES OF SCHOOL/BUSINESS PROJECTS

The following are areas in which business can contribute its expertise in working with schools.

Personnel Development. Many school systems are unaware of all the potential areas of collaboration and the wide variety of specialized "instructors" that business can offer. Training programs that business might offer schools include: Job-delegation skills, time management, goal setting, teamwork development, counseling (job and personal), performance assessment, financial planning and accounting.

Curriculum Development. Often schools do not have sufficient resources to prepare students to enter the work force equipped to cope with current technology. Businesses may assist schools by:

- Offering summer internships/jobs to teachers and administrators to expose them to new business developments.
- Inviting teachers and administrators to attend corporate training seminars along with the corporation's own employees.
- Developing special seminars for certain school personnel to provide them a better understanding of labor-force needs and exposing them to new business tools.
- Providing volunteer speakers and business experts to support teachers in covering special curricula.

Technical Assistance. Corporations have numerous professional experts who can be loaned to local school administrators, to offer expertise in the areas of systems analysis, cost accounting, budgeting, purchasing, security, long-range planning, medicine and health and benefits evaluations.

Models and Mentors. Human resource professionals understand the importance that role models and mentoring play in the corporate environment. Relationships among school administrators, teachers and students, and corporate employees include:

- Business representatives making classroom presentations detailing career opportunities.

- Companies providing employees as tutors.
- Human resource staff conducting student seminars on job hunting, covering application-completion skills, interviewing skills and career options.

Parents. Human resource personnel can encourage company employees to participate in the education of their own children. The company can support good parenting by:

- Recognizing the accomplishments of employees' children through the corporate newsletter or newspaper.
- Providing employee seminars on "parenting" and education.
- Working with school systems and employees' supervisors to conveniently schedule parent participation in school conferences and meetings.
- Encouraging school board participation by parents and non-parent employees.
- Encouraging participation in school-parent organizations (PTA).
- Sponsoring community speaker forums on parenting and education.
- Providing time off with pay to attend parent-teacher conferences.

ESTABLISHING MEASURES OF SUCCESS

Measuring results is critical — it is also an area in which business excels. To keep their efforts well focused, businesses and schools increasingly are evaluating their programs through accepted business mechanisms and then communicating results for others to learn from.

Changes in business strategy and activity are made routinely as progress is evaluated and success is measured against preset goals. This is an area in which human resource professionals can lend expertise to the education community.

The measurement process should be applied systematically to education. Evaluation of student success and the results of those evaluations should be carefully analyzed and disseminated to raise community awareness and support, and to facilitate curriculum development. Also, a system for measuring new programs needs to be in place as each program is initiated. This enables schools and business to allocate resources wisely.

Research indicates that expectations play a key role in the learning potential of a child. With ill-defined or low expectations, our children can be expected to perform poorly. Rarely will they meet their full potential.

The same can be said for the relationship between business and the schools. Expectations need to be communicated and measured so each can meet stated goals.

Accountability

With measurement comes accountability. When measures for success or failure have been determined, actions become linked with results. Measurement provides feedback for programs which then may be changed or dropped depending on outcomes. As program monitoring becomes routine, change will not be a concept to be feared; rather, it will become a tool for improving performance through better curricula and programs.

Goal Attainment

The business community and the school system establish goals jointly and ensure that the goals are positive, specific and measurable. Measurement allows businesses and schools to focus resources, examine the effectiveness of programs, and determine accomplishments, impact and change. Such information can then be used to answer the most important questions of all: Are efforts to improve educational achievement working? Are students graduating with necessary skills?

The sooner we begin looking openly at the measurement system of student skills and program effectiveness, the sooner we will have a positive impact on student achievement.

How Business Can Help

Business can help school systems establish measurements for students' performance. To a reasonable degree, such measurements should match business expectations for its work force. We must remember that schools do more than simply prepare students for work. Further, a variety of measurement tools can be employed in addition to standardized pencil and paper tests. In business, simulations are being used; perhaps such techniques for measuring performance could be used in schools.

In this area, human resource professionals can collaborate with school systems in the following ways:

- Reviewing standardized tests: Do the tests

correlate with the curriculum being taught? Are the tests biased against certain groups of students?

- Analyzing programs that address desirable student behavior: Is there regular and on-time attendance demanded? Are the consequences of drug and alcohol abuse taught? Is there a school honor code which promotes integrity and good sportsmanship?
- Monitoring staff effectiveness: Is there a performance-based evaluation system? Is staff attendance included in performance appraisal? Is student performance tied to staff evaluations?

Human resource professionals are skilled in developing job expectations and in measuring performance. However, much care must be taken to develop measurement analyses of school staff, student and program effectiveness in partnership with local school professionals. Measurement tools should be specific to the particular student populations served. Diversity among school systems must be understood and acknowledged, as must the inherent differences between running a school and running a business.

CONCLUSION

Companies and school systems acknowledge the healthy relationship they can share in determining the future strength of our nation. Many are already working together to this end.

Because of the racial, social, ethnic, and economic diversity of our nation and because school systems are locally controlled, collaborations must begin at the local level.

Academic skills that address the issues of literacy, math and communication skills must be emphasized, but even more attention must be paid to behavioral skills that provide for dependability, discipline, integrity, leadership, commitment and respect.

Goals must be established, and they must be established by consensus. Such goals must be positive, specific and measurable, and they must include a deadline or they will become merely philosophical statements.

There is no single correct model for quality education, but all programs must revolve around one theme — *the commitment to fulfill a vision of a better educated, more productive America through our elementary and secondary schools.*

There will be no place on the agenda for school bashing. The objective is to turn people on, not off. Education's past successes will be acknowledged and validated. Everyone's attention will be focused on a new shared vision and the difficult new challenges. In this cooperative endeavor, business and education will be seated at the same side of the table. With shirt sleeves rolled up.

PROGRAM EXAMPLES

KRAFT FOUNDATION
The LEAD Project

Kraft Foundation has made a multi-year grant to the Institute for Educational Leadership to support the LEAD Project. LEAD is a program established and funded by Congress to bring precollegiate administrators and educators together to assess the needs of school administrators and identify models of excellence within each of the 50 states and the District of Columbia. Kraft funds provide support for linking these individual state efforts into a shared network and resource bank. Contact Ron Coman, Kraft Foundation (312) 998-7031

THE SEARS-ROEBUCK FOUNDATION
Art Volunteers in the Classroom

This collaboration brings parents of elementary school students, the Chicago Public Schools, the Art Institute of Chicago and a corporate philanthropy staff together to provide a volunteer contingent to the school system's art education program. Parents who volunteer are recruited within each school. They attend workshops offered by the Department of Museum Education in a program organized by the Women's Board of the Institute. Trainees then return to their schools to train other volunteers. Each participating school is given a set of framed prints for use by parent/volunteers in their classroom teaching. When not hanging in the individual classroom, the prints hang in a special gallery created by each school. Contact Paula Banks, The Sears-Roebuck Foundation (312) 875-8337.

THE AMERICAN MEDICAL ASSOCIATION
The National Initiative for Science and Technology Education

American Medical Association has developed the National Initiative for Science and Technology Education. Programs include the AMA's Natural Science Ambassadors, a project which sends physicians into schools to discuss careers in science,

as well as medical school linkage with secondary schools which promote healthy lifestyles for adolescents. For more information, contact Jerrod M. Loeb, AMA (312) 645-5456.

FANNIE MAE (FEDERAL NATIONAL MORTGAGE ASSOCIATION)

Incentive Scholarship Program

Fannie Mae offers an Incentive Scholarship Program to students of H.D. Woodson High School in far northeast Washington, D.C. The Fannie Mae Foundation commits $500 a semester for each student who earns all A's and B's. Students can earn up to $4,000 plus interest for post-high school education. Fannie Mae employees also serve as one-on-one mentors to students, who also have opportunities for summer jobs at Fannie Mae. The program is staffed by an experienced educator who is a full-time Fannie Mae employee hired specifically to administer the program; who counsels students and their mentors, and seeks additional college scholarships and financial aid. The program began in 1988 with a commitment to continue for 10 years. For additional information contact: Ms. Harriet Ivey, Vice President for Community Relations (202) 752-4927 or Mr. Lonnie Edmonson, Incentive Scholarship Program Manager (202) 752-7850.

THE TRAVELERS COMPANIES

Youth Employment Programs

Minority Actuarial Program — The Minority Actuarial Program is a work-experience program for minority students from the three Hartford, Conn., high schools. The program encourages participants to consider pursuing college degrees that could lead to actuarial careers.

Summer Youth Employment — In cooperation with the Hartford Private Industry Council, this program offers summer employment to inner-city high school students.

Project Future — Project Future is a Travelers training program in mathematics, English and keyboard skills. Upon completing the program participants are placed in positions at The Travelers. The program is operated in conjunction with the Hartford school system and Chamber of Commerce under a larger, communitywide program called School-to-Work.

Speakers Bureau — Through this program, The Travelers makes nearly 30 employees available to discuss their career and education experiences with classes of Hartford students. For additional information contact: Nancy Van Doren, Manager, Youth Education Program, (203) 277-4148.

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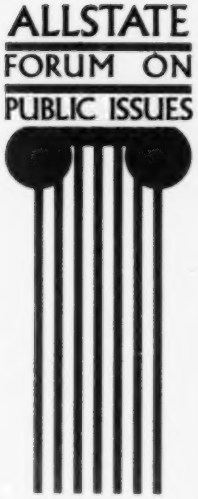
COMMUNICATIONS



OVERVIEW

What every community needs in order to move ahead with successful school improvement or reform initiatives is a compelling vision of the kinds of citizens and workers the community needs and desires, and the kinds of schools it will take to produce them. Such a vision is the product of a vigorous, communitywide conversation created and sustained by key communicators and opinion leaders. One of the most potent things a corporation can do to make a difference in the quality of education is to foster and nourish that all-important conversation.

Internal and external communications are central to the success of any corporate invoivement with school improvement or reform issues in the community. It is important that clear company goals and strategies be formulated and that employees know what is going on. It is also important that the corporation send clear and consistent messages to the community about its educational concerns, plans and activities.

Corporate communications professionals can work inside schools and school systems with teachers, principals, parents, school boards, etc. They can also work outside in the general community with citizen efforts to upgrade or reform local schools or they can work both inside and outside, depending on the local situation. The task is rarely simple. Care, study and sensitivity are required before launching into action in order to develop a corporate strategy and program or a set of programs which make sense in terms of the needs of the students, the schools, the community and the corporation.

SPECIAL CHALLENGES

The corporate communications professional who enters this arena should know going in that it is fraught with complexity and special challenges. In planning company strategy, the following factors should be given special consideration:

American Educational Values and Traditions

The cause of school improvement and reform touches the soul of American society. The goal of equal educational opportunity — a decent education for every child regardless of race, religion, sex, income status, physical handicap or intellectual capacity — is a central part of the American Dream. American education is an evolving drama of high purpose and deep values, which began with the founding of the nation and continues to this day. The American educational system has been built over the generations to achieve the revolutionary goals of both liberty and equality and to nurture an educated citizenry capable of self-government.

American education today is a vast enterprise involving millions of students, parents and professionals and billions of dollars. Underlying it all, however, are two foundational principles which have evolved in law and practice and are designed to reconcile the inevitable tension between liberty and equality that has always been a part of the American experience. They are:

- American education is a dual system involving both public and private schools. The U.S. Supreme Court has affirmed that "the child is not the creature of the state." Parents are recognized as the primary educators and are free to educate their children in keeping with their values and to organize schools for this purpose. Efforts to strengthen American schools must not overlook education's private sector.
- American education is locally controlled. The responsibility for organizing and directing the public schools is the province of the states and local communities. This system has protected freedom by allowing expression of a wide variety of values and traditions in a religiously and culturally pluralistic society. Local control of schools is a cherished American democratic tradition. Efforts to strengthen the schools must engage the conscience and sympathy of the local community.

Controversy

Education improvement and reform proposals are frequently controversial. No single idea about what needs to be done to improve schools is definitive. Research can be found to support or attack almost any particular proposal. Corporate spokespersons should be able to cite the research supporting initiatives the corporation is encouraging.

Even the best research-based school-reform plans can be opposed for political reasons. An enterprise that involves the governor, state legislators, elected school board members and powerful unions is bound to be politically charged. In addition, in urban school districts various ethnic groups see reform proposals differently. Corporate communicators must know the political situation the company is entering when it backs particular reform proposals.

Complexity

Schooling is a complex public, governmental and private enterprise. Schools and districts are complicated organizations. Reform proposals aiming to improve schooling must take this complexity into account and not oversimplify matters. But complex ideas about how to change complex institutions are hard to communicate and simplistic solutions, though easier to communicate, usually lead to failure and cynicism. Corporate communications about school reform must be carefully thought out so that both the community and the corporation know exactly what the corporation stands for.

Business people tend to favor programs which promise quick results. Results are often hard to define and even harder to achieve quickly in systems as complex as school districts.

Great care must be taken to define and communicate realizable outcomes from the corporation's involvement.

Mistrust

School people, like most other professionals, do not like outsiders telling them how to run their businesses, especially if they believe the outsiders know little about the businesses. School people are not waiting with open arms for advice from business leaders. The cultures of schools and districts are very different from the cultures of business. Corporate communications about school reform must take into account the natural tensions between school and business people and

seek to build understanding and trust. This may be one of the most important contributions corporate communications can make.

Long-term Involvement

School reform will not take place overnight. Results from corporate involvement in the reform process, or in particular school programs, will often be slow to materialize. Many programs will take three to five years just to get up to speed. If a company makes a commitment to the schools, it should be prepared to make a long-term commitment. Corporate communications can play a vital role in a school/business partnership by smoothing out the bumps and maintaining strong communications among all the actors.

This means that there must be a strategy for keeping company involvement fresh and effective once the more glamorous and newsworthy phases are past.

GETTING ORGANIZED

A corporate communications program to promote school improvement or reform cannot exist in isolation. It should be part of a wider corporate commitment and effort. Corporate communications professionals should first get their corporate houses in order before venturing forth into the schools and community.

Get the facts. Gather all available research about local education. Interview school officials and experts. Confer with other corporations already active in the field. Build a solid database to guide corporate decision making.

Help corporate leaders focus on one or two priorities which make sense in terms of local educational needs and corporate resources and interests.

Get the active support of top management. Involve a broad representation of company leadership on a special committee or task force.

Develop a comprehensive communications plan as part of the overall corporate program. The plan should deal with both internal and external audiences.

STRATEGIES TO BE CONSIDERED

Depending on the local situation and on the corporation, a communications program to promote school improvement or reform will usually follow one of the following strategies:

Working Within the System

In situations where the local school system is reasonably well led and the local community is sincerely committed to improvement, the best strategy may be to use corporate communications resources and expertise primarily to help school officials, parents and teachers to improve the system.

Working Outside the System

In situations where the need is for basic reform and restructuring, the best strategy may be to focus primarily on the community at large and to use corporate communications resources in a campaign to awaken the community to the need to upgrade local schools through new leadership, resources, programs, etc.

Combination Strategy

In many situations, a combination of the preceding strategies may be best with the corporation working both inside the schools and outside in the community.

In these situations, care must be given to achieving a proper balance between the two roles. The communicator must be able to win the trust of school professionals. It is also important to explain and defend the freedom of the corporation as a citizen and taxpayer to play a critical role on school matters when it believes such action is necessary.

IMPROVING COMMUNICATIONS WITHIN THE SYSTEM — POSSIBLE ACTIONS

Offer corporate assistance to the superintendent of schools to prepare a comprehensive needs analysis of communications within the school system and a communications plan for the future.

Loan a corporate communications professional to the superintendent of schools as a loaned executive to help implement the new communications plan.

Use corporate expertise in graphics, layout, design and production to improve the physical quality of in-house school publications.

Sponsor public relations workshops for top school officials and for teachers, principals and parents at the local school level.

Help organize a clearinghouse of school improvement ideas from all over the country to help the school board and school officials in their planning.

Help the school superintendent develop a "Superintendent's Letter," a regular newsletter to strengthen communications between local schools and the school board.

Help school principals develop their own newsletters to strengthen communication among the principal, teachers and parents.

Build pride in the schools by organizing honors and events to celebrate examples of excellence in the schools including the achievements of students, teachers, principals and entire schools.

Assist the school board and school superintendent in improving their skills in dealing with the local media. Arrange for get-acquainted luncheons between school people and local editors.

STRENGTHENING SUPPORT FOR EDUCATIONAL REFORM IN THE COMMUNITY — POSSIBLE ACTIONS

If the community needs to be awakened to the deteriorated condition of local schools, use corporate communications skills and resources to organize a broad-based citizens committee for educational excellence. Such a group should involve prominent business and civic leaders, plus parents, teachers and principals.

Help the citizens committee or similar vehicle undertake a long-term campaign to educate the local community about the critical importance of excellent schools to the future of the local economy and to the general quality of life of the community.

Sometimes major structural and financial changes are needed to turn schools around, changes like large increases in school taxes; teacher testing and recertification requirements; a policy allowing educational choice whereby parents are free to select whatever school, public or private, they think best for their child, thus forcing schools to compete for students and parental approval. Such measures frequently involve controversy. The best role for the corporation in this respect is that of working in and through a broad-based citizens group.

Help to organize and sponsor research into local educational problems and needs. Disseminate the findings broadly throughout the community's leadership.

Persuade the local media, particularly television, to pay more attention to education issues. Urge the leading prinf and electronic media to employ competent, full-time education reporters.

MESSAGES ABOUT IMPROVING EDUCATION

In any program aimed at improving or reforming education, communications professionals will have the task of communicating certain basic messages about the importance of quality education to a variety of audiences. In creating a program, the following message themes may be considered and adapted to the local situation:

Education has been central to America's world leadership in the past and will remain central to its leadership in the future.

Education is everybody's business, not just the concern of professional educators and parents.

Business has a great stake in the quality of education, because it both needs quality employees and wants to be part of a growing, healthy community.

The need for school reform has come about not only because schools have failed at something, but also because times and needs have changed.

Businesses are also under pressure to reform and restructure in order to respond to a rapidly changing world economy. Schools and business are in the same boat.

The community's economic and social well-being depends upon its capacity to provide the best possible education for all students, not just for the affluent or the college bound.

Everyone has something to offer, something he or she can do to advance education reform and to help schools improve.

It is critical that parents become deeply involved in their children's education. Considerable research shows that parental expectations and involvement can make a difference in school achievement.

Sound management and leadership practices can improve schooling. School districts are businesses. Many need the best expertise available to deal with the logistical and financial aspects of the system.

New technology can greatly aid communication within school districts and between school districts and their communities. New technologies can also aid the reform process.

Basic skills alone will not ensure success in today's workplace. Schools must go beyond the basics because most business environments now require more sophisticated mental skills than ever. Workers need to collaborate effectively with others. They need to know how to analyze and how to learn.

Early childhood education may be a wise investment in the future, especially for children from deprived backgrounds.

INTERNAL AUDIENCES AND COMMUNICATIONS VEHICLES

Because the task of school improvement and reform is complex, controversial and time-consuming, it is important that the corporate commitment be deep and broadly based within the corporation itself. To achieve this, the communications professional should develop a strategy aimed at the corporation's internal audiences.

Use internal publications to educate employees about the importance of good schools to the future of the community and the company, including their jobs.

Use internal publications to tell employees what the company is doing to help improve local education.

Create incentives for employees to get involved in their local schools as school board members, PTA leaders, room parents, citizen committee members, etc. Award prizes and honors, and allow reasonable released time for employees involved in helping schools.

Set up a matching-gift program to encourage employees who have graduated from private high schools to provide financial support to their schools.

Arrange visits for top management to outstanding schools and school programs.

Establish a mentoring program where employees work with students at particular schools in cooperation with the local principal, teachers and parents.

Organize a summer intern program for high school students to introduce them to the world of work.

EXTERNAL AUDIENCES AND COMMUNICATIONS VEHICLES

Use the annual report to tell shareholders why the corporation is involved in improving education and what the stakes are for the future of the business.

Organize a program for retirees to assist a particular school system or school as mentors or part-time volunteer teacher aides.

Arrange meetings of the local Chamber of Commerce or other business associations to hear local school officials or outside experts on the vital importance of better schools to the local economy and the quality of the work force.

Encourage union leaders and members to undertake some specific education assistance project.

SOME SHORT CASE STUDIES

(The following case studies are from the Pages of *ProEducation* magazine. Thanks to Modern Talking Picture Service, Inc.)

Communications

Three local television stations helped start Atlanta's Magnet Program in Communication by offering editing equipment for the program's television studio and by providing guidance in establishing the school's curriculum.

Among the many contributions made to the Magnet over the last school year by advisory council members was a $1,000 corporate donation for equipment to the publication center.

Southern Bell provided a 10-week, paid internship in its employee communications department to a student. Meanwhile, Southern Bell and radio stations WAGA and WSB (including its former chief engineer, Doug Henderson) contributed their expertise, equipment and funding for a sound studio.

The Society of Professional Journalists planned and coordinated a careers roundtable for students with members of the media. This group is also coordinating a speakers bureau on communications careers to be part of an existing course. Midtown Business Association members promoted a writers' festival and coordinated production of the program's brochure by recruiting the typesetting resources of IBM and the printing resources of Southern Bell.

Also, the public affairs director at WSB-TV hosted a luncheon for the three student winners of the festival's essay contest.

Conoco's Speakers Bureau

One of Conoco's most vigorous corporate community relations efforts since 1974 is its Speakers Bureau utilizing company employee volunteers.

School audiences account for almost one-third of the bookings. A popular segment of school presentations is the "Oil Is Where You Find It" game involving students in a simulation of a petroleum project, from bidding on leases to exploration and, if all goes well, to production.

At the college level, the most sought-after speakers are from the company's coordinating and planning department, to discuss matters with future economists and policy analysts.

Project Literacy U.S. — PLUS

With an estimated 23 million adult Americans lacking literacy skills beyond a fourth-grade level, Capital Cities/ABC and the Public Broadcasting Service have joined forces. Project Literacy U.S. — PLUS combines the two in an unprecedented public service effort by the media. The PLUS initiative is divided into an outreach phase and an awareness-raising phase.

The aim of the outreach phase, which began in December 1985, is to mobilize and increase local literacy efforts. In communities across the country, ABC, PBS stations and local literacy groups have convened nearly 350 PLUS task forces by engaging members from 100 national organizations, from the American Legion to the Junior League.

The awareness-raising phase began September 3, 1986 with the ABC News Closeup documentary, "At a Loss for Words: Illiterate in America," narrated by Peter Jennings.

Adult illiteracy was also the topic on "20/20," "Good Morning America," "Nightline," "World News Tonight," "This Week With David Brinkley," and on ABC Radio news and public affairs programs. The educational series "ABC Notebook," produced by the company's community relations staff, featured high school students in the fight against illiteracy.

These and future programs provide a variety of tie-in projects with local stations and organizations. ABC community relations also provides teachers' guides, classroom materials and program alerts on special programming.

Science Essays

The annual Science Essay Awards program, co-sponsored by DuPont and the National Science Teachers Association (NSTA), offers junior and senior high school students a chance to develop their insights by expressing their scientific ideas in essay format.

Awards include six educational grants, with the two top essayists being recognized at the NSTA annual convention. Forty-eight cash awards are also available to those who receive honorable mention.

Putting a Shine on Big-Apple Schools

The New York (City) Alliance for the Public Schools, a voluntary civic organization of community leaders and educators, decided to give the city's schools a boost by funding a public relations blitz.

The campaign included the following strategies:

- A series of four posters designed by Milton Glaser to appear on buses throughout the five boroughs, and to highlight different strengths of the schools;
- Three full-page ads, underwritten and produced by ITT Corporation, to appear in major newspapers and magazines — two of the ads to feature 12 of the city's Westinghouse Science Talent Search winners;
- A week-long celebration of educational achievements to be held at a Macy's store in each of the five boroughs;
- A "Go Public" promotion to appear in all branches of Chemical Bank;
- Public-service radio and television announcements, produced in cooperation with Viacom Corporation, to feature students and parents;
- Individual schools to produce materials to emphasize their strengths;
- Special funding by Time, Inc. for *NOTEBOOK*, the quarterly newsletter of the Alliance to promote achievements of the schools;
- A luncheon sponsored by the Alliance featuring $1,000 awards for five outstanding city school teachers.

Jazzmakers

Chevron U.S.A. Inc. has developed a series of four 15-minute videotapes targeted for audiences of young people and adults who may not have had much exposure to the rigorous musicianship that goes into making jazz. The company offers free distribution of the tapes, with accompanying teacher's guides.

The first program features Art Blakey, one of the foremost drummers of the hard-Bop tradition, and discusses subjects such as polyrhythms, the melding of African and European traditions on the drums.

The long career of British-born jazz pianist Marian McPartland is showcased in the second program.

The third traces the use of guitar from the early Blues to its "child," jazz. Kenny Burrell performs with the electric guitar.

In the final program, vocalist Nancy Wilson teams up with saxophonist Richie Cole.

These are only a few of the many things corporate communications people have done and can do to promote excellence in education and advance the cause of school reform.

A FINAL WORD

The suggestions in this chapter are by no means exhaustive. Corporate communications professionals would be well advised to keep notes on their own experiences and be prepared to share the stories of what they did and what they learned — what worked and what fizzled — with their colleagues and associates in the worlds of business and education. What is involved is no ordinary project. The task of upgrading American elementary and secondary education is critical to the future of the American economy and the quality of life of the whole society. That task cannot succeed without a new public vision of what needs to be done and why. To help fashion that vision and give it life is the special challenge and mission of corporate communications' role in improving the schools.

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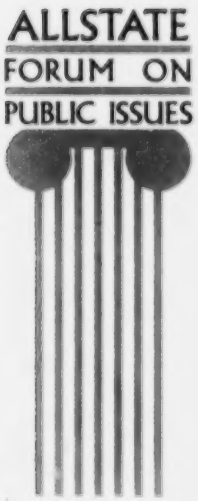

OVERVIEW

Corporate contributions professionals are uniquely qualified to take a leadership role as the business community begins to address the needs of Labor Force 2000. First, these managers understand how to express and advance the priorities of the company. Second, they usually have long-standing relationships with a variety of non-profit educational institutions. To effectively enhance the company's role in the enhancement of education, grantmakers must initiate a two-part process which considers the external needs of educational systems, and of students and their parents, after evaluating the company's internal needs, philanthropic priorities and cash and in-kind resources.

Although the issue of education is national, the problems of education can often be addressed most effectively at the local or regional level. This is especially true at the precollegiate level, where the public sector is governed by approximately 16,000 school boards. The grantmaker's analysis must, therefore, be stratified to accommodate global issues, while also permitting responses appropriate to the character of each individual community of concern to the company. Suburban schools will differ from rural systems. Large public urban districts will respond differently from smaller ones. The cost-effectiveness and diversity of private and parochial schools also must be factored. No single model can be advocated to fit them all. Yet, some basic considerations should be advanced to assist the contributions professional in facilitating the process. The following framework of internal and external considerations is provided as a guideline for enhancing the company's philanthropic commitment to education and for crafting meaningful future involvements.

INTERNAL CONSIDERATIONS

Building Internal Corporate Awareness

The statistics are clear. The nation's work force needs will be different in the future. Anticipating these changes and developing meaningful programs of support and/or remediation are burdens to be shared by business and education. How best to intervene, enhance, or reform becomes a corporatewide issue. It requires study, commitment and tailored responses. For some districts, it is funding — pure and simple. For others, it involves more complex issues like curricular or administrative reform, or more information on employer needs and opportunities. Whatever the need, the contributions professional can do much to facilitate this process. Typically, grantmakers have good contacts in the educational arena. Using them to gather data, target needs and identify preliminary solutions may help bring focus to what otherwise might remain a directionless internal corporate debate.

Evaluating the Status Quo

This data-gathering process should begin with an evaluation of the educational scene as it affects each corporation. Business has a need to know what exists, and to contrast it to what effectively produces a motivated, prepared citizenry from which its work force may be drawn. The process can be both objective and subjective. Literature searches and data evaluation can be complemented by site visits and informal meetings with school administrators, faculty or board members and corporate decision makers. Because education is a lifelong process, the objective of this analysis should be to examine the broad spectrum of education with which the company interacts. Such an analysis can range from early childhood programs through precollegiate, baccalaureate and graduate programs. It can also include vocational, technical, remedial and continuing educational opportunities which are emerging to serve the diverse needs and interests of the community.

Building Internal Corporate Partnerships

While national research may be perfect for a contributions program dedicated to the big picture, it may be too abstract for companies interested in specific regions or communities. Whatever the appropriate geographic parameters, once the grantmaker's assessment is complete, senior management must be persuaded to become part of the solution. With evidence and internal corporate awareness, the contributions professional can obtain the type of commitment it takes to promote corporate action — commitment from the CEO on down. Educational reform or improvement will not happen with only a halfhearted corporate commitment.

Too often, the corporate contributions professional sits in isolation from the rest of the company. A solo performance is not compatible with the needs of education, at this time. Working on educational reform is a team project. Indeed, it is only through a long-term corporatewide effort that meaningful change can occur. For too long, educational relationships were the province of the contributions professional, with some counsel from the company's campus recruiters. Company staff resources reflected in the other chapters of this publication must be conscripted to the process. Human resource professionals know where the deficiencies are in the pool of job applicants. Trainers understand the skills that are required by new technologies being introduced each year. Communications specialists can help spread the message about how much the company cares about this issue and how it is trying to advance school reform. Government relations staff can also lobby effectively with local school officials as well as state and federal administrators on how best to accomplish necessary reforms. The contributions staff has the unique opportunity to research issues both inside the company and outside in the broader community. Its grantmaking experience provides a vantage point from which to broker introductions to experts outside of corporate environment and to identify change agents in the non-profit sector.

Identifying the Impediments to Corporate Philanthropic Involvement

With data in hand, awareness developed and internal corporate consensus forged, the contributions professional must turn to the program issues which may impede implementation of a philanthropic response. The following points should be considered.

Guideline Restrictions

Although most corporate-giving programs include a program category allocation for education, only a minority include grantmaking to precollegiate institutions. Guideline and policy revisions to broaden educational support through contributions, employee

matching gifts and volunteer programs should be considered, if the corporation's fullest expression of interest in the topic is to be realized.

Budgeting

Educational problems are significant. Grants to solve these needs must be equal to the challenges. Small grant amounts may be appropriate for enhancement programs, but when it comes to reform, it may take more grantmaking dollars spent over a longer period of time. Of necessity, all of corporate philanthropy cannot be devoted to educational issues. Therefore, available funds must be targeted and well spent.

Although corporate funds are often budgeted for higher education, more resources should be reserved to permit grants to precollegiate and advocacy groups. While this may cause some disruptions in longstanding relationships between corporations and higher education, it is not likely to be a permanent break. Indeed, campuses interested in precollegiate reform should have little difficulty submitting proposals designed to effect change at the precollegiate level, since it is in their own longer-term interest to have a better prepared pool of potential student applicants.

Corporate grantmakers are usually unwilling to pick up costs traditionally paid by tax dollars. They are also unwilling to increase basic costs which will, in turn, result in higher tax levies. They should, however, be willing to provide seed money, sponsor innovative projects, underwrite research, promote reform in administration, curriculum or student mastery of critical skills. Additionally, student retention or even enrichment projects lack appeal beyond the "pilot project" stage. Corporate budgets should be temporary gap-fillers, catalytic agents, or demonstration grant support — not permanent substitutes for a school system's own lack of fiscal commitment.

Long-term Involvements

Educational excellence will not be an overnight delivery. Corporate contributions must be allocated in renewable, performance-based grants in order to ensure accomplishment of corporate and educational goals. Some considerations include:

- Prohibitions against multi-year pledges work against effective educational reform.
- Restructuring corporate programs to permit more long-term thinking will help achieve more lasting educational change.
- Endowed corporate foundations can plan more efficiently for such multi-year grants. However, it is not inappropriate for other corporate grantmaking programs to make multi-year or renewable commitments, as well.

Proactive Approach

Waiting for excellent proposals will not necessarily result in an excellent grantmaking program. With an announced corporate commitment to educational reform, a company may likely attract more proposals. However, to ensure responsiveness and excellence, a more proactive approach should be developed with the local non-profit community. In this regard, using the device employed frequently in independent foundations, corporations should consider issuance of RFPs (requests for proposal) to stimulate appropriate programmatic responses from credible non-profit organizations.

Willingness to fund Advocacy Groups

For many corporations, the "advocacy group" label has often been the kiss of death on a proposal. With new IRS regulations and a general awareness that educational reform begins with effective public advocacy, corporations should now consider grants to excellent non-profit organizations whose mission, in part, may include advocacy.

Risk Taking

Corporate philanthropy is evolving, in many instances, toward corporate social investment. Some of this grant capital should be invested in traditional areas with established non-profit organizations.

A portion of each budget, however, might be placed in higher-risk ventures. The nation needs dramatic examples of how critical issues can be meaningfully addressed. New groups and new techniques deserve support, inasmuch as they are prepared to deliver such innovation or reform.

Decentralized Grantmaking

The geographic interests and limitations of a grantmaking program may dictate the level at which a company decides to become involved in educational issues. While some companies may advocate national reforms and educational policies, others will become engaged at the local or regional level.

For the most part, precollegiate education is a local affair, guided by local school boards. For companies focusing on the precollegiate level, it becomes important to solicit the participation and involvement of those employees who are most familiar with local issues and needs. A "headquarters knows best" approach is unlikely to be in the best interest of either the school district or the company. Plant managers, regional officers and others closest to the educational process must be engaged. Sometimes this can be accomplished with informal consultation between the contributions professional and these field managers. Otherwise, it may be more efficient to modify the corporate grantmaking structure by creating local grantmaking committees and/or by allocating contributions budgets directly to the field in a decentralized model.

Evaluation

Evaluation is an important tool for managing a contributions program. If educational reform is to succeed, grantmakers and grant recipients alike should be especially mindful of its value, if real progress is to be realized. Incorporating evaluation into the body and budget of a grant may provide an answer to overcoming potential resistance to evaluation. Requiring the non-profit recipient to develop an evaluation model using outside evaluators, can advance the corporate grantmaker's objectives if it is done at the front end of the grant. In so doing, it encourages more accountability throughout the educational system and in the company's general grantmaking, as well. This results-oriented approach will provide an important signal to educational leaders that accountability and performance are valued.

Building a Responsive Contributions Model

General Operating Support

Fewer corporate grantmakers are willing to make grants for general operating needs. For single-purpose organizations, such as parent coalitions, this may not pose a problem. For more complex non-profits, the burden will, of necessity, shift to them to develop special projects which are targeted in their outcomes, measurable in their goals and delimited in their scope, audience and time.

Focused Funding

The issues of educational reform are large. Corporate contributions budgets must also be responsive to other priorities. Focusing philanthropic resources on a limited number of educational objectives may help both the grantmaker and non-profit applicant develop expertise and demonstrate accomplishment and accountability. For some grantmakers this will mean national, public-policy-oriented initiatives. For others, it will mean support to public schools, districts or buildings which need and deserve special support. Finally, non-profits with new and responsive programs can be more readily identified as potential grantees, if the corporation has a grantmaking point of view.

Special Projects

The nature of educational reform and excellence suggests that a number of approaches must be evaluated. Many corporations have become involved in adopt-a-school programs. These special projects have been tried with varying degrees of commitment and success, but are often a useful device to improve the dialogue between business and schools. The issues of Labor Force 2000, however, go beyond mere partnership projects. The important work ahead will require deeper collaboration. Although such grants may be considered special, they must be substantive — going beyond a mere veneer of involvement for public image sake.

Alternative Strategies

In-kind Contributions

Corporations have a wealth of resources. Contributions programs have traditionally focused only on cash contributions. The problems of education suggest that other types of assistance may be equally valued. Loaned executives and technical experts can be made available to school boards or administrators. Corporate resources highlighted in other chapters of this publication can form the nucleus of such a resource list. More traditional in-kind gifts can also be considered. Surplus supplies and serviceable equipment are other examples, since in many school buildings a photocopier is still considered a luxury. Temporary office or laboratory space or after-hours meeting facilities are other examples of how business can assist non-profits interested in educational reform and improvement.

Technical Assistance

Providing technical assistance to non-profit organizations has become more common among corporate funders. Helping to structure management, boards, data systems, etc., has been a frequent

grantmaking approach. In contrast to the sophisticated approaches in the higher education community, most precollegiate organizations have little experience in applying for funds. They are often ill-equipped to compete for limited resources. To remedy this, corporations should consider special programs of technical assistance. In some instances, this will be through cash grants. In other cases, workshops or one-on-one meetings will be more valuable.

Coalitions

Two types of coalitions are worthy of consideration:

- Non-profit coalitions are emerging in many communities to bring together a variety of interests anxious to achieve a common result. The reform package for the Chicago Public Schools recently passed in the Illinois State Legislature was crafted by grass-roots community groups, parent coalitions and the business community working in tandem. Such efforts are not necessarily long-lived, but may be worthy of the attention of grantmakers for their momentum and effectiveness in dealing with reform.
- Funders coalitions are developing nationally and locally. The Council on Foundations, Pre-Collegiate Education Program provides one model for grantmakers to share ideas and learn from the experience of their peers. Similar affinity groups are sprouting across the country, often under the auspices of Regional Associations of Grantmakers. Beyond these information-sharing groups are coalitions which blend funds from a variety of sources — corporate, government, community and independent foundations. These, too, are becoming a more important part of the education reform network.

Communicating the Program

Few corporate grantmakers are in business solely to obtain publicity for their company. Their mission is to make good grants which will get results. Publicity on these efforts, however, should not be overlooked. In the area of educational-reform awareness, consensus building and coalition efforts are essential. Many of these elements can best be forged through information sharing. Two areas should be considered:

Internal Communications

Using available company resources, employees and employee/parents should be made aware of the issues that are of concern to the contributions program. Similarly, sharing news on accomplishments will inform, motivate and further extend the impact of the company's philanthropic efforts. In addition, printed guidelines outlining the company's giving philosophy or expanding or focusing the definitions in a company's employee matching-gifts program can do much to communicate a sense of commitment to educational reform.

External Communications

Inviting the media to understand educational issues and philanthropic accomplishments is a delicate process. Few contributions professionals have the time or skill to cultivate such relationships. By making use of other corporate resources, or by relying on the skills of non-profit grantees, corporate grantmakers can stimulate others in the community to follow their example or to gain support for their own point of view on issues deemed critical to the community.

EXTERNAL CONSIDERATIONS

The decision by corporate management to support education reform and enhancement is only the first step in the process. Effective grantmaking entails many additional decisions and considerations that will respond to the research and promote corporate objectives. In this regard, four topics should be considered:

- Which educational organization will be effective in accomplishing the corporate objectives?
- How should corporate interests be communicated to the educational community?
- How can the corporation build trust with the educational community?
- How can the corporation enhance the effectiveness of its grants?

Which Educational Organization?

Corporate needs and structure should determine where to make contacts in the educational system and/or what kind of support to provide.

Educational Systems and Non-profits

A company may have a single geographic location or multiple sites across a state, region or the nation.

While a single site suggests that a company may wish to become involved in the local school district, it is not always so obvious. Where employees live, what schools provide the labor pool, where customers are located are all questions which can provide a starting point to determine whether the company's involvement will be localized to a particular city, county, metropolitan or rural area.

A company with multiple locations may look for an educational agency that oversees larger numbers of schools. Many states divide their boundaries into service areas for certain centralized support, such as teacher in-service, special education curriculum specialists, professional library services, etc. These service districts may offer a coordinating location for corporate support to many school districts.

The state department of education certainly provides an obvious point of first contact for corporations preferring to work at the state level. Regional educational organizations also exist. For example, in the early '70s, the federal government created regional research laboratories, nine of which operate today. Primarily federally funded, these labs may seek private support for special program development, e.g., the Southeastern Educational Improvement Laboratory (SEIL) is governed, in part, by the superintendents of the six states that SEIL serves. One of its ongoing functions is to review and critique new software, using a cadre of professionals from all six states, avoiding duplication of effort among the state departments of education. SEIL currently is seeking private funding for a leadership program for local superintendents — an area worthy of corporate investment.

The national level offers other kinds of support opportunities. The teachers organizations, American Federation of Teachers and the National Education Association, have non-profit foundations that support innovative programs in education. Many of the associations of administrators, such as NASSP (National Association of Secondary School Principals) and NASB (National Association of School Boards), support staff special projects. Special projects can also be supported through groups like the Education Commission of the States and the National Governors' Association (see Resource List for other organizations).

Other kinds of non-profits exist in support of schools that may provide access for corporations to address school problems at the local level. Local education foundations generally provide a mechanism for private contributions to fund innovative programs in schools, administer mini-grants to teachers, or award scholarships to students. They are able to operate outside the usually bureaucratic structure of school systems and to respond to some needs more quickly and effectively than the school district might. Likewise, community foundations often devote resources and staff to education and can be an effective partner with business in addressing local problems.

Depending on the size and structure of the corporation, a local plant manager may approach a principal, board president, or superintendent; or the CEO may sit down with the state superintendent, or both contacts may be made to reinforce the company's breadth of interest. In addition to assessing what happens in the classroom, corporations should examine the roles of educational administrators in resolving their concerns about student achievement. What happens in the classroom may be the final test, but administrative leadership provides the flexibility and creative opportunities for teachers and children to succeed. The quality of that leadership needs to be understood by key corporate managers.

Corporate Resources and Needs

Geography is not the only factor that determines how a company might intervene to provide educational support. Some corporate executives may be more at ease relating to the management of education than to instructional activities. Sound business practices like strategic planning, human resource development, and issues management, are as critical to education as to business. Companies which choose to focus on these issues can have a significant effect on school restructuring and systemic reform of education.

On the other hand, unique corporate needs and resources may direct company's interest to particular curricula or to certain age or grade levels. No one is surprised that the American Newspaper Publishers Association would direct itself to literacy, or that Westinghouse would support capable science students, or that American Express would establish an Academy of Finance. Based on these interests, corporations may choose to fund schools or school districts directly, but they also have the option of funding and collaborating with special-interest organizations such as the National Literacy Coalition, the National Association of Teachers of Mathematics, the Center for Early Adolescence, etc.

Regardless of the nature of the grant recipient's

organization or the corporate focus, a few considerations are appropriate:

- Be mindful of the demands on the time of school administrators or non-profit staff. If a group of committed corporations can use a single intermediary, it will relieve a principal/superintendent/project director of having to repeat the scenario with many good corporate citizens.
- Consider supporting existing successful programs. Reinventing the wheel can put additional burdens on educational programs, teachers and students, while depleting scarce corporate resources. Continuation, expansion or modification may prove to be the most effective.
- Local managers need some control or autonomy. While the corporate mission may be in the area of mathematics, every school may not require additional math support. When educational improvements at the plant location is the objective, local involvement and control, backed up by headquarters planning and evaluation, can be an effective combination.

Communicating Corporate Interests

Effective grantmaking results when the common interests of schools and corporations are understood by both sides through clear, confident and concise communication. Corporations cannot take for granted that educators know how to talk to them. If school administrators are familiar with basic grant-writing procedures, their experience is likely to be limited to interactions with federal and/or state governmental agencies. Corporate relations with schools should be more personal and collaborative than most government agencies are allowed to be.

Guidelines and Objectives

Written guidelines and objectives are invaluable in explaining corporate priorities to grant seekers, as outlined earlier. In communicating with external constituencies, however, these guidelines serve an even more useful role. By articulating corporate values and priorities, these guidelines may influence local priorities — a contribution which may outweigh the funds available for corporate grants.

The risk of such pre-established priorities is that schools may ignore their primary needs in an effort to respond to a corporate agenda. To avoid funding such requests, corporate grantmakers might ask how the proposal fits into the school's overall plans. Articulation of such plans often can build a consensus between the funder and the recipient that produces the best results for both sides.

Personal Contact

The best sources of information and direction on educational needs are educators themselves. Informal, off-the-record meetings are valuable in deciding what role a corporation can and should play. Corporate managers can demonstrate their interest by participating regularly at educational meetings and conferences. Likewise, sponsoring teachers, principals and administrators at local events such as civic clubs, cultural events, etc., can help to establish regard for the educator as a peer. Corporate managers must be careful to maintain their roles as supporters, and not try to assume the role of the educator unless qualified by actual experience.

Technical Assistance

School teachers and administrators often are not experienced in communicating with the corporate community. They may require guidance in providing the kind of information that meets the contributions professional's decision-making needs. One-on-one or small-group meetings to clarify the company's interests can overcome this lack of experience and result in proposals that are clearly on point. Use of application forms or suggested outlines for proposal presentation may help grantseekers, while making proposal comparisons and evaluation easier for the grantmaker. Finally, candor about how grantmaking decisions are made and how grant relations are evaluated and renewed is essential.

Establishing Trust with the Educational Community

Corporate interest and commitment does not provide an automatic entree to the schoolhouse. Too often, teachers, principals and superintendents have heard the words, "I am here to help you" only to be disappointed by the short-lived involvement or by the failure of the donor to recognize the authority, experience or interests of the educators. Corporations may be welcomed at the door, but effective relationships will be developed only over time and through the demonstration of respect and commitment to educational needs.

Know the Facts

As in any relationship, knowing about your partner is most important. Before initiating contact with the educator, the contributions professional should do some homework to better understand budgets, organizational structure and the political and social context in which the schools operate. Updating this understanding through regular review of trade publications will further assist in this regard. Particularly effective at covering educational news and issues are: *Education Week*, *The Kappan* magazine, *Chronicle of Higher Education*, and *Chronicle of Philanthropy*.

Political Environment

The educator is accountable to numerous constituencies: federal and state bureaucrats and elected officials; superintendents; local boards and central office staffs; the business community; the media; and, of course, parents and children. These publics, each with different expectations and demands, require delicate handling. Contributions professionals must respect the educator's responsibility to these groups and support the educator in responding to them through well-thought-out programs.

Social Climate

Particularly when working with educators whose students are predominantly at risk, corporate representatives must guard against the appearance of condescension. Corporate management structures tend to be white and male, while schools and students may be predominantly minority and/or female. Corporations can be prepared to respond to accusations or implications of bias that might cause difficult relationships by developing human resource policies that address the changing demographics of the work force. There also may be some advantage to working in coalitions with non-profits, private industry councils and social service agencies to overcome initial presumptions by educators about corporate attitudes.

Corporate Attitudes

Candor in stating the corporation's objectives is critical in dealing with the educational community. Educators need to understand what they can give, as well as receive. Grantmakers should describe the company's philanthropic interests in education in the context of overall corporate educational and business priorities. This explanation offers educators the assurance of the company's long-term commitment — beyond mere public relations gestures.

Corporate managers must also be sensitive to differences between the corporate workplace and the educational workplace. The flexibility of working hours, the professional support mechanisms and the availability of resources to the corporate professional are often in stark contrast to the teacher's or principal's more structured environment. These differences may provoke cynicism from educators about the ability of the corporate world to relate to the problems of schools.

Finally, corporate managers may know how to manage, to train and to market, but normally, contributions professionals are not educators nor are they experts in knowing how to transfer the skills of business to the needs of education. Business does not necessarily have all the solutions to education's problems, and therefore must be a partner, not a parent, to education. Mutually identified problems and solutions produce the best possibility for success.

Enhancements to grants

Just as a farmer must continue to work after the seed is planted, so too must the grantmaker be prepared to nurture. There are numerous ways to increase the success of educational grantmaking initiatives.

Volunteer Support

Company employees can provide time and expertise to support the needs of schools and children. Whether or not the company can afford release time for employees will vary, but employees often get involved regardless, because they are parents, grandparents or caring members of the community. In addition to working directly with children, employees should use their skills in management, public relations, planning, etc., to support the needs of the schools. Corporate encouragement and direction to available volunteer opportunities can be provided through the contribution professional's unique insights, working in tandem with staff in corporate human resources or community relations, who are traditionally responsible for such placements.

Facilitator

As a corporate manager, the contributions professional is aware of other corporate and community resources

that can support educational needs. The grantmaker with program responsibilities at a regional or national level is also aware of programs and organizations which can benefit the local educational scene. Because many local school administrators lack the opportunity or resources to promote more effective networking, the contributions professional should play a facilitating role in linking those in search of solutions with those who can most efficiently provide them.

In this regard, corporate leadership in facilitating collaborations and conferences can demonstrate a company's commitment to implementing reform.

Recognizing the importance of unified community support to educational success, a company can develop collaborations with other community resources, including higher education, elected officials, non-profits and other corporations. Very often, corporate relationships with these groups have been developed for other business or charitable purposes, but can be appropriately redirected to address educational concerns.

Conferences that provide a forum on issues can be a productive way to bring positive attention to a critical need. After developing internal research to be shared with corporate colleagues, the contributions professional may be in a position to coordinate an informative program for a broader, external audience. Such meetings may be aimed at raising awareness, initiating a plan, garnering support or reporting success. They also may be directed at or inclusive of the media, to encourage communitywide coverage on the issues.

Advocacy

Educational grantmaking and corporate involvement increase the manager's understanding of the impacts of funding formulas and centralized policymaking. Lobbying by corporate executives at the local, state or federal level can support the expansion or institutionalization of successful privately funded programs. Policy issues related to school management and governance may be particularly influenced by corporate executives who successfully address similar issues in the corporate environment. Taxes and bond issues represent other opportunities for corporate leadership to support education.

Evaluation and Dissemination

Evaluation throughout a grant's term, as well as at the end of a program, can help to keep a program on the right track. Continuous monitoring by the grantmaker or other corporate managers assures the company of early indications of problems or can identify promising directions to be expanded. Success can be multiplied and failures avoided if information is accessible to others. While previous sections discuss this topic from an internal perspective, it is important to note that selectively communicating results of sponsored programs with key external constituencies can have benefits to all.

CONCLUSION

In many corporations, the contributions professional bears the initial or sole responsibility for educational support. As the lever for corporate involvement, grantmakers must document the needs as well as the corporate benefits of contributing financial and other resources to local or national educational initiatives. To do this effectively requires education about education. It requires a corporatewide commitment to addressing the needs and issues at some predetermined topical or geographical level. Finally, sensitivity to the complex problems, to the many players and to the usefulness of diverse corporate resources facilitates productive relationships that promote educational goals. The impact of a grant from an informed corporate philanthropic program, combined with a commitment of corporate know-how, can contribute significantly to the achievement of educational improvements at all levels of the system.

Editor's Note: Special thanks are due to Mary Leonard of the Council on Foundations for her assistance in preparing this chapter.

REFERENCES

The following list of resource materials deals with the impact of education on Labor Force 2000 in the corporate philanthropy area. The references are not necessarily exclusive to this discipline, and the reader is encouraged to consult other resources in other sections of the book for additional information.

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Koch, F. (1979). *The New Corporate Philanthropy: How Society and Business Can Profit*. New York: Plenum Press.

Bennett, W.J. "Five Ways Philanthropy Can Support Education," *Philanthropy*, Vol. 1, No. 1, Spring 1987.

Council on Foundations — Pre-Collegiate Directory

The Council on Foundations has several affinity groups. Among its first, and most active, is the Pre-Collegiate Group. This cluster of staff from corporate and independent grantmaking programs meets regularly to learn and share. Staff liaison is Ms. Mary Leonard (202) 466-6512. Among corporate members in this group are:

American Honda Foundation
P.O. Box 2205
Torrance, CA 90509-2205
Contact: Ms. Katherine Carey

Chevron USA
Box 7753
San Francisco, CA 94120-7753
Contact: Ms. Kim Lan Conradt

Southwestern Bell Foundation
One Bell Center
St. Louis, MO 63101
Contact: Mr. Charles O. DeReimer

International Paper Company Foundation
2 Manhattanville Road
Purchase, NY 10577
Contact: Ms. Patricia L. Freda Chan

Metropolitan Life Foundation
One Madison Avenue
New York, NY 10010
Contact: Ms. Sybil Jacobson

Field Corporation Fund
333 W. Wacker Drive
Chicago, IL 60606
Contact: Ms. Iris Kreig

AMOCO Foundation
200 E. Randolph Drive
Chicago, IL 60601
Contact: Mr. John Laubenstein

Monsanto Fund
800 N. Lindbergh Boulevard
St. Louis, MO 63167
Contact: Dr. John Mason

Exxon Educational Foundation
P.O. Box 101
Florham Park, NJ 07932
Contact: Dr. L. Scott Miller

ARCO Foundation
515 S. Flower Street
Los Angeles, CA 90071
Contact: Dr. Fred A. Nelson

Cummins Engine Foundation
Box 3005 Mail Code 60814
Columbus, IN 47201
Contact: Ms. Adele Vincent

General Electric Foundation
3135 Easton Turnpike
Fairfield, CT 06430
Contact: Ms. Phyllis McGrath

Bell South Foundation
1155 Peachtree Street NE - Room 15H09
Atlanta, GA 30367
Contact: Ms. Patricia L. Willis

Matsushita Foundation
One Panasonic Way
Secaucus, NJ 07094
Contact: Dr. Sophie Sa

The Hitachi Foundation
1509 22nd Street NW
Washington, DC 20037
Contact: Ms. Felicia Lynch

Apple Computer
20525 Mariani Avenue
M/S 13-A
Cupertino, CA 95014
Contact: Mr. Fred Silverman

Regional Associations of Grantmakers provide another important network for those interested in grants to education. Contact the Association nearest you for details:

Multi-State Associations	**Principal Contact**
Conference of Southwest Foundations (Serves primarily Arizona, Arkansas, Colorado, Nevada, New Mexico, Oklahoma and Texas)	Maud W. Keeling Executive Secretary Conference of Southwest Foundations Post Office Box 8832 Corpus Christi, TX 78412 (512) 850-5054

Delaware Valley Grantmakers (Serves primarily Delaware, New Jersey, Pennsylvania)	Alexandra W. Fogel Executive Director Delaware Valley Grantmakers 2214 Land Title Building 100 South Broad Street Philadelphia, PA 19110 (215) 567-2808
Pacific Northwest Grantmakers Forum (Serves primarily Alaska, Idaho, Montana, Oregon, Washington)	Catherine Anstett Administrator Pacific NW Grantmakers Forum c/o The Seattle Foundation 425 Pike Street, Suite 510 Seattle, WA 98101 (206) 622-2294
Southeastern Council of Foundations (Serves primarily Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia)	Robert H. Hull President Southeastern Council of Foundations 134 Peachtree Street, N.W. Atlanta, GA 30303 (404) 524-0911

Associations Currently Serving a State Or a Multi-County Area of a State

Arizona Private and Community Foundation Group	William Carpenter Arizona Private and Community Foundation Group c/o Carpenter Communications P.O. Box 35607 Tucson, AZ 85740 (606) 742-6447
Associated Grantmakers of Massachusetts, Inc.	Miguel Satut President Associated Grantmakers of Massachusetts, Inc. 294 Washington Street Room 840 Boston, MA 02108 (617) 426-2606
Charlotte Area Donors Forum	Barbara Hautau Secretary/Treasurer Charlotte Area Donors Forum c/o Foundation for the Carolinas 301 South Brevard Street Charlotte, NC 28226 (704) 376-9541

Council of Michigan Foundations	Dorothy A. Johnson President Council of Michigan Foundations P. O. Box 599 Grand Haven, MI 49417 (616) 842-7080
Council of New Jersey Grantmakers	Robert Corman Chair Council of New Jersey Grantmakers 57 Washington Street East Orange, NJ 07017 (201) 676-5905
Donors Forum of Ohio	Lynn Helbling Sirinek Director Donors Forum of Ohio c/o 2777 Heston Court Columbus, OH 43235 (614) 459-0820
Foundation Forum of Wisconsin	Connie Bach Executive Director Foundation Forum of Wisconsin 117 W. Boundary Road Mequon, WI 53092 (414) 241-3973
Grantmakers of Western Pennsylvania	Kate Dewey Executive Director Grantmakers of Western Pennsylvania The Bigelow, Suite 705 Bigelow Square Pittsburgh, PA 15219 (412) 234-0829
Hui of Foundations	Jane Renfro Smith Hui of Foundations c/o The Hawaiian Foundations P.O. Box 3170 Honolulu, HI 96802 (808) 538-4540
Indiana Donors Alliance	Kenneth Gladish Secretary Indiana Donors Alliance c/o The Indiana Committee for The Humanities 1500 North Delaware Indianapolis, IN 46202 (317) 638-1500

Maine Grantmakers Associations	Marion Kane Maine Grantmakers Association c/o Maine Community Foundation 210 Main Street P.O. Box 599 Grand Haven, MI 49417 (616) 842-7080
Minnesota Council on Foundations	Jacqueline Reis President Minnesota Council on Foundations 425 Peavey Building Minneapolis, MN 55402 (612) 338-1989
Nebraska Association of Grantmakers	Lynn Wallin Ziegenbein Nebraska Association of Grantmakers c/o Peter Kiewit Foundation 900 Woodman Tower Omaha, NE 68102 (402) 344-7890
Northern California Grantmakers	Caroline Tower Executive Director Northern Carolina Grantmakers 116 New Montgomery Street Suite 742 San Francisco, CA 94105 (415) 777-5761
Southern California Association for Philanthropy	Lon M. Burns President Southern California Association for Philanthropy 315 W. Ninth Street, Suite 1000 Los Angeles, CA 90015-4210 (213) 489-7307
Western New York Grantmakers Association	Barbara Billings Coordinator Western New York Grantmakers Association c/o The Buffalo Foundation 237 Main Street Buffalo, NY 14203 (716) 852-2857
Great City Associations	
Association of Baltimore Area Grantmakers	Betsy Nelson Staff Associate Association of Baltimore Area Grantmakers c/o Community Foundation of Greater Baltimore 6 East Hamilton Street Baltimore, MD 21202 (301) 332-4171

Clearinghouse for Midcontinent	Linda H. Talbott President Clearinghouse for Midcontinent Foundations, Inc. Post Office Box 22680 Kansas City, MO 64113-0680 (816) 276-1176
Co-ordinating Council for Foundations, Inc.	Bertina Williams Executive Director Co-ordinating Council for Foundations, Inc. 999 Asylum Avenue Hartford, CT 06105 (203) 525-5585
Des Moines Contributions	Gail Stilwell Des Moines Contributions Consortium c/o Meredith Corporation 17th At Locust Des Moines, IA 50336 (515) 284-2656
Donors Forum of Chicago	Valerie Lies President Donors Forum of Chicago 53 W. Jackson Boulevard Suite 430 Chicago, IL 60604 (312) 431-0260
Donors Forum of Miami	Marilynn Gladstone Executive Director Donors Forum of Miami 200 South Biscayne Boulevard Suite 4970 Miami, FL 33131 (305) 371-7944
Grantmakers Forum (Cleveland)	Marjorie M. Carlson Executive Director Grantmakers Forum 1456 Hanna Building Cleveland, OH 44115 (216) 861-3810
Rochester Grantmakers Forum	Jane Taylor Administrator Rochester Grantmakers Forum 55 St. Paul Street Rochester, NY 14604 (716) 232-2380

New York Regional Association of Grantmakers	Barbara Bryan Executive Director New York Regional Association of Grantmakers 505 Eighth Avenue 18th Floor New York, NY 10018 (212) 714-0699
Metropolitan Association for Philanthropy	Amy R. Rome President Metropolitan Association for Philanthropy 5585 Pershing Avenue Suite 150 St. Louis, MO 63112 (314) 361-3900
San Diego Grantmakers Group	Pamela Hall San Diego Grantmakers Group c/o San Diego Community Foundation 525 B Street Suite 410 San Diego, CA 92101 (619) 239-8815

Also, listed below are major national education organizations that may provide further information.

American Association of School Administrators
1801 N. Moore Street
Arlington, VA 22209
(703) 528-0700

American Federation of Teachers
555 New Jersey Avenue NW
Washington, DC 20001
(202) 879-4400

Children's Defense Fund
122 C Street NW - Suite 400
Washington, DC 20001
(202) 628-8787

College Board 45
Columbus Avenue
New York, NY 10023-6917
(212) 713-8000

Council for Aid to Education
51 Madison Avenue
New York, NY 10010
(212) 689-2400

Council for Basic Education
725 15th Street NW
Washington, DC 20005
(202) 347-4171

Council of Chief State School Officers
379 Hall of the States
400 North Capitol Street NW
Washington, DC 20001
(202) 393-8161

Council of Independent Colleges
One Dupont Circle
Washington, DC 20036
(202) 466-7230

Council of the Great City Schools
1413 K Street NW - 4th Floor
Washington, DC 20005
(202) 371-0163

Education Commission of the States
1860 Lincoln Street - Suite 300
Denver, CO 80295
(303) 830-3600

Institute For Educational Leadership
1001 Connecticut Avenue NW - Suite 310
Washington, DC 20036
(202) 822-8405

Institute for Responsive Education
605 Commonwealth - 6th Floor
Boston, MA 02215
(617) 353-3309

National Alliance for Business
1201 New York Avenue NW
Suite 700
Washington, DC 20005
(202) 289-2900

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091
(703) 860-0200

National Association of State Boards of Education
1012 Cameron Street
Alexandria, VA 22314
(703) 684-4000

National Committee for Citizens in Education
10840 Little Patuxent Parkway - Suite 301
Columbia, MD 21044-3199
(301) 997-9300

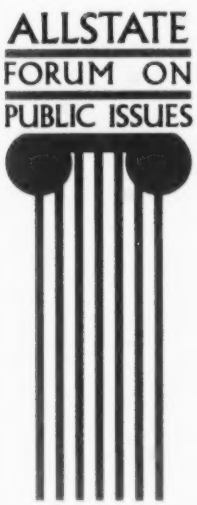
National Education Association
1201 16th Street NW
Washington, DC 20036
(202) 833-4000

National Governors Association
444 North Capitol Street NW - Suite 250
Washington, DC 20001
(202) 654-5300

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6722

National Urban League
500 East 62nd Street
New York, NY 10021
(212) 310-9000

TRAINING



OVERVIEW

Decisions about the training and professional development of teachers must carefully consider several key educational issues. These include:

- a basic understanding of what any employee needs in order to be successful;
- an examination of the current educational system;
- understanding which resources, ideas and facilities can be shared;
- determining the elements that make up an effective partnership;
- and, understanding how to improve the value of teaching.

To be the most effective partner, business must communicate regularly with educators. Business must share its well-known strengths: research, planning, process and customer focus. Business organizations must become involved in local, regional, and national task forces and coalitions.

The dollars business spends on improving education can help. But without careful, direct follow-through, those efforts often fall short of business' expectations. To achieve success, business must promote cooperation and cultivate trust. Business can help improve education with a balanced, independent use of all its assets — including knowledge, expertise and influence.

For both the initial training and the continuing education and professional development of educators, much remains to be done to effectively bridge the gap between the respective approaches that have been or should be taken by the educational community and business.

In general, education is concerned with a "broad perspective," a conceptual base for framing information and solving traditional educational problems. Staff development builds on that philosophical foundation. Business, on the other hand, focuses on the "how to" of a specific need or on issues that address skills necessary for increased employee productivity or quality of life.

Business complains that public education has little focus. Educators argue that business cannot place simplistic solutions on complex learning problems. Each perspective reflects a lack of understanding of the other.

While both systems possess similar internal views, their external views vary significantly. Business knows that in order to survive, it must center all its efforts on quality and the customer. Traditionally, educational systems seldom look upon society as customers of their "products."

Nonetheless, the needs of business and the purpose of education are inextricably tied. Yet, business leaders and educators need to link their approaches more effectively for an enduring exchange of ideas and cooperative effort to address this issue and ultimately improve the entire educational system. Since an institution's strength lies in its human resources, improving the skills, knowledge and quality of educators is in the best interest of both parties. However, as noted in the strategic planning chapter, this cooperative effort can work only if business and education build a framework of common understanding and shared goals.

The challenge is clear. Ann Dore McLaughlin, former U.S. Secretary of Labor, defines it as "the need to boost the skills of American workers, maximize the potential of all our citizens, and adjust to the rapid change transforming the traditional workplace of Americans. We are headed for a significant — and expanding and expensive — skills gap. This gap must be narrowed."

A study by Louis Harris and Associates found that 81 percent of Americans believe that "how well the United States educates its labor force to new skill levels will make a major difference in whether or not this country maintains a leading economic position in the world."

Educators are not excluded from the family of American workers who must maximize their skills in a competitive world.

Worldwide competitive pressures have forced businesses to develop innovative approaches to solve new problems. Business must be constantly tuned to markets and the highest standards of quality. Business involvement with the educational community allows the sharing of what business is good at — research, planning, process and customer focus.

While business/education cooperation and sharing may be at times uncomfortable and risky for both parties, neither group can afford to ignore the opportunity.

The stakes are clear. In "Winning the Brain Race," David Kearns, chief executive officer of Xerox, and Denis Doyle, senior research fellow, Hudson Institute, agree on the urgency of such a partnership:

"The simple truth is we can't have a world-class economy without a world-class work force, from senior scientist to storeroom clerk. And we cannot have a world-class work force without world-class schools."

THE BUSINESS PERSPECTIVE

It has been estimated that business spends $60 billion on employee education programs per year. Because the competitive environment in which it operates constantly changes, and because it has the resources to do so, business must constantly be alert to effectiveness, efficiency and change. As a result, its training practices frequently vary significantly from those found in traditional classrooms.

Business trains its workers in order to improve or update current skills, teach new or existing company customs, and foster better communications. Second, business believes that all students in its classes are capable of learning, and are therefore able to increase company productivity.

The education system has a different perspective. Children in the classroom are not motivated by the monetary rewards of business. The public education agenda is necessarily much broader than that in business. Still, the best educators are driven to succeed in their profession no less than the best trainers in corporate America.

In many ways, the challenge to business in its training programs is the same challenge faced by the education system.

Both systems must recognize a central focus on education. Revolving around that center are three key items:

- determinants for "best of practice"
- measurements of quantity and quality
- accepted standards.

None of these things are possible without taking an accurate inventory of needs, direction, costs and results.

At Walt Disney World, company executives spend time running rides and even dressing up like Mickey Mouse just to listen to what customers are saying about their experiences. British Airways, placing great importance on knowing how customers feel about the service the airline provides, installed video booths at London's Heathrow Airport and encourages passengers to tape their comments, complaints and suggestions. To emphasize the importance of staying in touch with customers, the chairman of Campbell's Soup interrupted a board meeting to bus his fellow directors to a local supermarket where they could mingle and talk with shoppers.

These are examples of companies that are investing time, people and money to gain a better understanding of their customers. At the same time, these companies are training employees to provide the highest levels of customer service and working within their organizations to break down barriers which get in the way of effective service. They are continually striving to be more in touch with their customers' needs.

These business practices, and the tactics developed to implement them, can perhaps be shared with educators:

- focusing on society as a customer
- recognizing the importance an educated citizenry plays in a competitive economy.

A company faced with a dramatically changed market must differentiate itself from its competitors. Schools, now faced with a dramatically changed world, are also revising their view of what can be done to enhance the quality of their products.

THE NEEDS OF BUSINESS

Business' needs and the nation's educational goals should not be far apart. Both are part of the same dynamic force. As in any successful partnership, both must adhere to similar standards. Developing these measurements of quantity and quality will require a continuing dialogue. Standards must reflect an accurate inventory of needs and the resources it will take to meet them.

That dialogue must initially focus on the basic skills that the future labor force needs to embody. The business sector is in a position to identify its needs and expectations, and educators must hear this input if they are to respond appropriately.

Several recent reports address the issue. The following standards were developed by the National Academy of Sciences.

Command of the English Language:

- The most basic skill of all.

Reasoning and Problem Solving:

- Identify problems: consider and evaluate possible alternative solutions, weighing their risks and benefits;
- formulate and reach decisions logically;
- separate fact from opinion;
- adjust to unanticipated situations by applying established rules and facts;
- work out new ways of handling recurring problems and determine what is needed to accomplish work assignments.

Reading:

- Understand the purpose of written material;
- note details and facts;
- identify and summarize principal and subsidiary ideas;
- be aware of inconsistency in written material;
- verify information and evaluate the worth and

objectivity of sources;

- interpret quantitative information, for example, in tables, charts, and graphs.

Writing:

- Gather information suitable to a purpose;
- organize information in a logical and coherent manner;
- apply the rules of correct spelling, punctuation and capitalization;
- use reference works, such as a dictionary, thesaurus and encyclopedia;
- write legibly.

Computation:

- Add, subtract, multiply and divide whole numbers, decimals and fractions accurately;
- calculate distance, weight, area, volume and time;
- convert from one measurement system to another, for example, from U.S. Customary to metric;
- determine the cost, time or resources necessary for a task;
- calculate simple interest;
- determine costs and make change;
- understand probability and statistics;
- calculate information obtained from charts, graphs, and tables;
- use ratios, proportions, percentages and algebraic equations with a single unknown;
- estimate results and judge their accuracy.

Science and Technology:

- Capacity to apply the scientific method; to formulate and state hypotheses and evaluate them by experimentation or observation;
- ability to apply the basic principles of physical, chemical and biological sciences;
- familiarity with computers.

Oral Communication:

- Communicate in standard English;
- understand the intent and details of oral communications;
- understand and give instructions;
- identify and summarize correctly principal and subsidiary ideas in discussions.

Interpersonal Relationships:

- Interact in a socially appropriate manner;
- demonstrate respect for the opinions, customs and individual differences of others;
- appreciate the importance and value of humor;
- offer and accept criticism constructively;
- handle conflict maturely;
- participate in reaching group decisions.

Social and Economic Studies:

- The history of present-day American society;
- the political, economic and social systems of the United States and other countries;
- the fundamentals of economics, including a basic understanding of the flow of money, capital investment, product pricing, cost, profit and productivity and market forces, such as supply and demand;
- the concept of "trade-offs" and the differences among economic principles, facts and value judgments;
- the roles of industry and labor in creating wealth, maintaining employment and raising the standard of living;
- the forms and functions of local, state and federal governments;
- the rights and responsibilities of citizens;
- civil rights and justice in a free society.

Personal Work Habits and Attitudes:

- A realistic, positive attitude toward one's self;
- a positive attitude toward work and pride in accomplishment;
- a willingness to learn;
- self-discipline, including regular and punctual attendance and dependability;
- the ability to set goals and allocate time to achieve them;
- the capacity to accept responsibility;
- the ability to work with or without supervision;
- appropriate dress and grooming;
- an understanding of the need for organization, supervision, rules, policies and procedures;
- freedom from substance abuse.

No doubt, there are some in both the business and education communities who will not agree with this comprehensive list. Some may feel these standards overreach appropriate boundaries. Others will point out that the list fails to include the study of foreign languages, the arts and the humanities.

This list of standards is only a beginning to what should become a frank and open dialogue. It is an example of a necessary core of competencies our society must achieve to regain a state-of-the-art labor force. But for these competencies to be accurate and effective, both business and education must communicate with each other on a continuing basis, for the list will always be changing.

THE INSTITUTION'S ROLE

Specific issues of training have a natural common basis at the colleges and schools of education in this country. At this level of involvement, business can better understand, and perhaps contribute to, the education of educators and educational leaders.

One successful example of this is a partnership between the Amoco Foundation and the National College of Education (NCE), a 103-year-old college in Evanston, Illinois, that is committed to excellence in teacher education.

In response to a predicted shortage of teachers skilled in math and the sciences, the Amoco Foundation worked with NCE and with Chicago public school officials. The three entities developed a tuition-free, graduate-level program to provide focused math and science training for teachers who previously had only general exposure in these areas as a part of their backgrounds.

As a company, Amoco critically was in need of more people with math and science skills in the job market; as professionals, the teachers involved needed more math and science training if they were to be increasingly effective in these technical disciplines; and, as a college, NCE was capable, with corporate support, of responding to this corporate objective by concentrating its efforts in the desired areas. Since the program began in 1983, more than 200 teachers from more than 100 elementary schools in all 20 elementary school districts in Chicago have gone through the program.

LESSONS FOR BUSINESS

In "Six Lessons for the Corporate Classroom" a *Harvard Business Review* article, Harry B. Bernhard and Cynthia A. Ingols argue that the purpose of corporate education is to "integrate the work force, communicate goals, and accomplish goals."

The article lists six primary lessons to learn and relearn for effective corporate education. They are:

- Articulate a strategic vision.
- Analyze strategic priorities and company needs.
- Distinguish between training and development and their different uses, structures, and forms of administration.
- Choose the right teachers and programs from inside and outside the organization.
- Involve top managers at every stage of training and development — before, after, and especially during the training and development process.
- Evaluate training and development's educational value and cost-effectiveness.

These guidelines could form a basis for dialogue and resource sharing between business and colleges of education.

Much progress could result from a discussion

among business managers, strategic planners, executives and the educators who educate the educators to share their expertise, problems and solutions. The key is open and frank discussion targeted squarely on the issues. The types of questions desired will focus on strategic change and generate specific local activities. The following are some examples of questions that may help initiate this dialogue and resource sharing.

- What are the goals of your institution?
- What measurements are used to assure that students learn, retain, and apply the lessons of what has been learned in education courses?
- How are instructional systems designed to increase the quality of courses?
- How are needs analysis and job-task analysis studies performed?
- How do you determine the responsibilities of a particular job such as the instructor's job?
- How do career paths, job descriptions, and salary levels increase morale within key jobs of education?
- How can technology increase the quality of education?
- Can interactive learning systems produce more motivating courses?
- How do you obtain accurate information on needs?
- What kind of planning exists among colleges of education, government, local schools, businesses and the community at large?
- How should the colleges of education prepare their students for the future?
- How can communication between higher education institutions and local schools improve?
- How can colleges use loaned executives to help focus their objectives and goals?
- How can training and education keep up with current technology?
- Can college educators benefit from working sabbaticals within the business community?

Education colleges can learn from the strategies businesses use to develop their training programs. Corporations can learn the realities and opportunities that exist within the education system and can get more involved in sharing their resources. More specifically, strategic planners and executives can share their expertise with the educators who develop curriculums to train teachers.

In effect, it is a customer and a supplier discussing why a product no longer meets specs, along with sharing suggestions for improvement. As any successful business person recognizes, that is the kind of ongoing discussion which needs to be maintained with a good supplier. Business people and educators interested in achieving the highest possible standards won't shy away.

PROFESSIONAL DEVELOPMENT

A state-of-the-art labor force can be taught only by state-of-the-art teachers who are prepared by state-of-the-art education. By sharing knowledge and experiences, business can be a resourceful partner in the professional development of teachers.

As potential mentors, business people must center their dialogue with educators on both curriculum and instructional methods. They can work with schools to establish more effective standards, such as better teacher recruitment and more rigorous teacher education programs. Business must expect more competitive salaries, internships and decision-making responsibility for teachers. More professionalized teaching will help generate more innovative classrooms.

Toward that end, continuing education and training programs need to be built on the concept of a customer-focused system of quality. Quality is a moving target. Businesses either keep up with that target, or lose out to the competitor who does. Business training programs attempt to reflect that reality. Parents and school children have few choices and, therefore, a less competitive environment exists.

Business can help educators develop teacher education programs that focus on meeting the changing needs of society. Many teachers spend most of their lives either learning or teaching within the education community. Their view is, to a large degree, limited by what they see in a classroom. Broadening the perspectives and the skills of teachers is essential

to the success of our society.

Business people have also learned to create training that motivates the individual's involvement. Business people understand that for any training program to work, it must operate under certain basic principles, which also apply equally for teachers. They must:

- realize the influence they have to create change and make a difference;
- recognize the opportunity for continued self-development;
- contribute to the development and evaluation of new programs;
- possess a desire to be the best.

Skills are tools. It is how people use those tools that makes a difference in the quality of the business, as well as the individual's personal professional development. Successful business training programs incorporate this axiom.

Even beyond these basics, business can play a vital role in the professional development of educators. At the local level, businesses have opportunities to work with local school systems. Some examples of interactive approaches aimed at the professional development of educators, as well as improving the quality of education, include programs that:

- illustrate how technology can update the content and delivery of classroom materials;
- train educators in strategic planning and goal-setting techniques;
- provide educators with summer employment that enhances their perspectives on the dynamics of the business world;
- open classroom doors to experts from business and create new ways for business people to teach in the classroom;
- provide early retirement and a year's tuition for business employees who wish to be trained as teachers;
- offer school administrators and principals expertise on marketing, advertising, public relations, strategic planning, management practices and human resource development;
- develop positive approaches to integrating the culturally diverse student population into the labor force;
- educate parents on how they can encourage their children to be more successful in school;
- recognize and reward outstanding achievement in education with programs that acknowledge excellence;
- share business-training programs, so that day-to-day business facilities, equipment and relationships become a part of students' education;
- share the process of developing business-training programs that focus on corporate needs and goals;
- provide the extended school community with feedback on the quality of entry-level employees coming out of the education system;
- encourage the participation of employees in the extended school community through work-release programs that allow involvement during work time;
- develop company policies favorable to employee involvement on school boards and advisory groups;
- provide school counselors with an understanding of business needs and realities and encourage them to deal with employment and career issues;
- establish visiting committees for schools, aimed at solving specific school problems;
- focus gifts of equipment, time and money on student outcomes through targeted training and accountability.

These programs can play a significant role in helping to ensure an adequate supply of good teachers. Many school districts currently face a teacher shortage. Others are projecting shortages soon.

Over time, training programs aimed at the continuing professional development of teachers should help to re-establish teaching as a more valued career path. But corporations can still do more now to encourage those ambitions. For instance, they can play greater roles in providing mentors, scholarships and programs that motivate and encourage young students pursuing careers in education.

For business to feel effective in any direct activity with schools, it must always answer the question: "What does the project, program or gift do to increase student outcomes?" Specific training and resource sharing must nurture educational reform and improvement. It must facilitate the school-to-work process and contribute to the development of both human resources and economic development. That is the very definition of a partnership.

Many communities are organized under a resource and stakeholder umbrella that brings together many of the players in the extended school community. The purpose of these collaborations is to unify the fragmented approaches to the problems of education and economic development within a community. But it is only when all the players involved effectively work together that positive change in student outcomes will take place.

TRAINING BY OTHER INTERESTED GROUPS

Educators and business trainers do not hold the monopoly on training and education. There are a number of consultants and human resource experts interested in the training and professional development of educators. They offer myriad projects and programs. The quality of these programs drifts from outstanding and creative to narrow and boring.

The use of "outsiders" to train and motivate employees has its place in the corporate world. They offer fresh perspectives to assessing training needs and developing curriculum.

Sometimes, it may be easier for a business to pay for providing these outside services to educators, rather than becoming directly involved in school training issues.

However, business people must be careful of any underlying messages. Are they communicating to educators an unwillingness to invest their time? Such messages could easily destroy the good intentions of "hiring" outside trainers.

Essentially, the key to business contributions is involvement as a member of the extended school system. Whenever arranging to use outside training firms, it is imperative to keep communication channels open to all parties. Also, setting goals and objectives is critical, as well as designing accountability systems to audit progress.

THE INVISIBLE TRAINING CURRICULUM

Realistically, no discussion on the training and professional development of educators can ignore the issue of the teacher as a motivated individual.

Business people may not be surprised to learn that teachers often perceive themselves as maligned, mistreated, disrespected and taken for granted. But it will shock many to discover that society has unwittingly contributed to these feelings. By asking the educational system to be solely accountable for increased student outcomes, society implies the current system is not working. Therefore, the teacher is not working.

Strong feelings exist on both sides. But business people and educators must resolve any misunderstandings, or no meaningful action can take place. Both sides must examine the facts. Both sides must accept the realities those facts demand. Both must be willing to change those realities wherever they impede success.

Business must comprehend that educators often view the corporate world as a cold bully, interested exclusively in its own growth and profit. Educators must realize that business success fuels the success of our entire society.

Business has a responsibility to turn the invisible values held by educators into a positive belief that business people share in the responsibility of our future. Business must become an enthusiastic partner in solving the problems affecting education. Here are seven examples of where to start:

- Help develop methods of recognizing excellence in education. Find ways to call attention to quality. Promote it. Reward it.
- Demand quality, and work with educators so they understand how business defines quality.
- Help develop meaningful career paths. Unless they become administrators, most teachers can look forward to about 30 years of minimal career development. Many corporations have struggled regarding their professionals. Use that expertise to help educators construct career structures and salary schedules that will motivate teachers to stay at the leading edge of their profession.
- Provide ways for principals to empower teachers the way business is empowering its managers as

corporations shrink to respond to the competitive marketplace.

- Examine teacher compensation. More definitive standards, for the educators and those they teach, could relate to greater pay.

- Help form local, state and national coalitions to examine educational issues. These organizations can work through every avenue to ensure that needed changes are fully researched, supported and implemented. Several states and local communities have already formed these vehicles.

- Cultivate a genuine feeling of empowerment with successful educators through meaningful partnerships, projects and dialogue. Encourage these educators to lead others toward mutual goals.

These suggestions can help reconcile the business and education communities. In the process, both sides must learn to respect each other. Business and education are in this society together. More importantly, they depend on each other. Mutual respect and understanding will help drive success. The stakes are too high to fail.

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PROGRAMS

Business Council for Effective Literacy, Inc. (BCEL)
Paul Jurmo, Senior Program Associate
1221 Avenue of the Americas
New York, NY 10020
(212) 512-2415

The Business Council for Effective Literacy is a publicly supported national operating foundation dedicated primarily to informing business about the adult illiteracy problem and encouraging and assisting business participation in literacy activities at the local, state and national levels. The Council's goals are advanced through a varied program of publications and technical assistance.

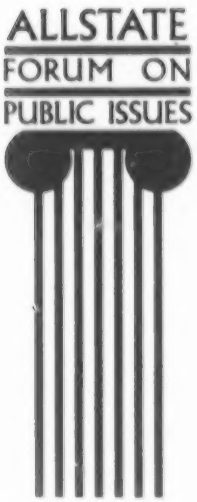
National Association for Industry-Education Cooperation (NAIEC)
Dr. Donald M. Clark, President and Chief Executive Officer
235 Hendricks Boulevard
Buffalo, NY 14226
(716) 834-7047

This national voluntary non-profit organization fosters industry-education cooperation/partnerships in school improvement and economic development.

U. S. West Education Foundation
Gary Frizzel, Executive Director
720 Olive Way Suite 1725
Seattle, WA 98010
(206) 343-5200

The Foundation offers the CHOICES program, designed for business representatives from companies to share in local classrooms the value of education relating to the world of work.

GOVERNMENT RELATIONS



OVERVIEW

Through its government relations function, business can play a more dynamic role in helping to address the educational challenges of today's school system and tomorrow's work force. Just as it does in its corporate role, government relations can help monitor and influence the legislative process to support the business/education partnership's shared vision. But it must also play a critical part in presenting the shared vision that partnership will advocate.

As a starting point, business must realize its own potential in an educational partnership. The role of government relations professionals begins with helping to determine and analyze their corporations' educational concerns. Then, they translate those concerns into aims and objectives they can subsequently bring to the appropriate legislative agenda. At the same time, they remain open to the concerns of their partners in this relationship: lawmakers, members of the educational community and other corporations.

Government relations can influence the business/education partnership through the kind of coalition building familiar to its discipline. However, before it can help develop and rally legislative support for addressing the education issue, business must clarify its own stake in every dimension of the issue. Government relations professionals need to contribute their expertise to define that stake, whether it is for one company at the community level or for a coalition of businesses at the state level.

Government relations can also play a critical role in initiating business/education partnerships. Michael Bakalis, an educator and one-time Illinois gubernatorial candidate, notes that "educators are very inexperienced in reaching out to business. They want to reach out. They have just as much at stake in forming a partnership. But they're not sure how." Government relations can take that initiative. It can extend its expertise for building coalitions to the development of an effective business/education partnership for legislative change.

A Natural Constituency

Business and education may form a natural constituency to influence legislative change. Both hold equal stakes in the success of the educational system. Government relations also can effectively bring lawmakers into the extended business/education partnership. Beyond helping to develop a shared vision, government relations must clarify appropriate legislative remedies. Some key questions include:

- Is legislative change the right remedy? Legislation is a major step. It is difficult to accomplish. Often, it is even more difficult to undo.
- What are the alternatives? It may be more effective to remove legislation that hampers the shared vision, than to introduce a new measure.
- Is this the right legislation for the state or community? There is a danger of enacting "me too" legislation, which is intended to address someone else's very different challenge.
- How enduring is the legislation? Beware of laws and regulations that provide a quick fix to long-term problems.
- Are there any hidden consequences? Sometimes, legislation unintentionally affects another aspect of the issue. For instance, a statewide law may inadvertently diminish local autonomy.
- What legislative remedies have occurred in other states? Government relations professionals must study bellwether states, like Minnesota and California, where business has played a major role in enacting educational proposals.

No matter how committed a vision the business/education partnership cultivates, the vision cannot stand up to the withering impact of well-intentioned, but ill-conceived legislation.

According to the Education Commission of the States, the notion that states will legislate education mandates only once is myth. Some states have changed their high school graduation requirements as many as three times.

Government relations professionals are not likely to find educational proposals packaged in neat layers of activity and response. The whole process more closely resembles a marble cake, with mandates and their implementation swirled together. In each state, the cake looks and tastes differently.

The Role of Government Relations

Government relations brings the skills and capabilities to cut those cakes into palatable, bite-sized pieces. Essentially, its role is to impact government with the business agenda. To achieve it, government relations often must distinguish several points of view and distill them into a shared agenda for action.

Virtually every other corporate discipline must focus inward, toward the needs of the corporation. To accomplish their aims, government relations also looks outward. Legislators answer to varied constituencies. Successful proposals offered by business must accommodate their wider perspective.

In any issue, many sides approach governments with their own agendas. Government relations' challenge often becomes to focus those separate objectives into a common aim — one that all the players can enthusiastically champion because the outcome supports each of their missions. Government relations is expert at facilitating those relationships. Its fundamental obligation is to its business objectives. Its first ambition is to communicate those objectives to all the other players. Whenever possible, government relations builds consensus. A clear understanding of other constituent groups' missions is often reflected in legislative proposals drafted by government relations professionals.

A number of groups in the extended education community can provide business with the perspectives of educators. For example, at the local level, business can get an educator's perspective by establishing relationships with school boards, city councils and organizations of professional educators and education administrators. Often, groups like these have already formed educational constituencies on both the state and national levels.

There are also several policy analysis consultants who specialize in education reforms, such as Berman, Weiler Associates in California. Working with government relations professionals, they helped put together business proposals leading to education reforms in California, Minnesota and Hawaii.

The California Roundtable

Through careful coalition and consensus building, government relations often finds a common voice for legislative change. An example of this process occurred in California, where the chief executive officers of some 90 large corporations formed a California Business Roundtable to influence several

public forums. The Roundtable's Education Task Force concentrates on school issues.

The Roundtable's Education Task Force took on restructuring the California public school system. The outlook it expressed mirrored the National Governors Association report that "states will have to focus on educational outcomes and provide strong incentives for improved results throughout the (school) system, by linking performance with tangible consequences in the form of rewards of sanction."

In effect, the Roundtable developed a business agenda for impacting California's educational issues. But it was up to government relations professionals to define that agenda and develop a blueprint they could take to legislators.

First, they retained policy analysts to define the mechanics of legislative change. The analysts worked with government relations professionals to focus Task Force concerns into objectives that business could endorse to educators and legislators. At the same time, they actively sought input from those same educational and legislative experts. The result was a consensus for common action that took the form of six principles for education reform.

Six Principles for Change in California

The principles call for a more outcome-oriented school system, based on more accountability for local performance. They provide educators with more opportunity to affect local change and help make their school systems more responsive to their community.

The principles are:

- EXPAND AND REFOCUS SCHOOLING — Children between the ages of four and six should participate in preschooling and early schooling. Formal academic course work should begin at about age seven. Elementary and secondary education would then concentrate on the core subjects, such as math, science and English, needed for full and productive participation in society.

Students should be expected to master the core by age 16. After mastering the core, all students should have several options for further education or training tailored to their own aspirations.

- ESTABLISH ACCOUNTABILITY BASED ON PERFORMANCE AND CHOICE — Governing of schools should be based on local choice and more parental control. The state should set performance goals for the school system. It should determine how to measure that performance and hold the schools accountable. At the same time, the state should remove regulations that prevent local educators from designing programs more specifically suited to the needs of their students.
- ESTABLISH SCHOOL AUTONOMY — Schools need the autonomy to develop educational programs best suited to the needs of their local communities. Teachers must be allowed to participate in the management of such schools and establish more efficient staffing patterns, including differentiated staffing teacher teams.
- MODERNIZE INSTRUCTION — Educators need the resources to focus on the development of more effective and efficient instructional methods. These methods will require training of teachers and administrators. Schools should have more freedom to develop flexible schedules and instruction methods. They should be able to locally define the roles of their teachers, as well as the use of technology. States could support this environment with subsidized institutes of school development. At such institutes, teachers and administrators could learn, develop and implement effective instructional techniques. They could create more flexible learning environments that take advantage of modern technologies, such as the use of computers in the classroom, and different ways of organizing schedules and delivering instruction.
- STRENGTHEN THE TEACHING PROFESSION — Establish a multi-tiered system of teaching that strengthens the profession. For instance, such a system could:
  - institute internship prior to tenure,
  - upgrade entry standards,
  - establish requirements that maintain higher standards, and
  - raise salaries to match higher expectations.
- CAPITALIZE ON DIVERSITY — Establish policies to ensure that all students learn two languages in early childhood. Non-English-speaking students should fully acquire English skills. At the same time, English-speaking students should choose a second language.

Drafting the Legislation

The principles gave government relations something it could extend to lawmakers. In effect, the principles

represent a common agenda for the education/business constituency. They establish a consensus California legislators must heed. Building on their relationships with individual legislators, government relations professionals determined what was workable within the government process. How could the principles developed by a business/education partnership in California be put into practice?

Government relations professionals worked closely with legislators and then aides as the lawmakers drafted legislation. The final document, now pending before the California Assembly, is a landmark piece of legislation. It empowers and funds a consortium of school districts throughout California. Its mission is to develop programs that test the Roundtable's proposals over the next five years. The results will affect 20 percent of California's students.

Other Examples

The California Roundtable is not a singular example. In Minnesota, government relations professionals have lent their expertise to the Education Committee of the Minnesota Business Partnership. Their efforts have helped produce both statewide and local educational reforms.

For instance, government relations skills were key to the development and enactment of a landmark series of state open-enrollment laws passed since 1985. By 1990, Minnesota will be the first state to give elementary and secondary school students a choice of which school and/or school district to attend. The state will no longer require students to attend schools based on how close the schools are to where they live. Through government relations, business had a major impact on this shift from assignment to choice.

In Washington state, a Roundtable of 34 business leaders funded both a major study of education and a full-time loaned executive program to guide it. But it was government relations that helped develop and present the Roundtable's recommendations to Washington's legislative leaders. Government relations has also worked diligently to pass five of the Roundtable's major proposals through the legislature.

What Else?

Much of government relations participation in the education/business partnership emerges from a business' need to present its agenda for legislative change. There is also a proactive dimension to government relations involvement.

Government relations professionals can impact several other areas of the business/education partnership. For instance, it can work toward:

- legislation that invites businesses to contribute up-to-date, leading-edge resources — such as computers — to schools. Incentives could come in the form of tax credits;
- programs to support summer jobs for teachers within local businesses, so that teachers could gain a clearer understanding of the business world;
- changes in compensation laws, aimed at easing restrictions that would help parents take a greater role;
- measures that would help fund educational disciplines aimed at filling future shortages in the job market.

Summary

In its legislative efforts, the committed corporation will seek to organize, plan, persuade and provide resources to its education partner. It is government relations that will help define that commitment.

Educators will want to be certain their agenda is heard. Government relations professionals are the businesspeople who can listen and interpret. Building on their relationships, they will contact legislators and carry the issues to industry organizations and associations. Often, as in California, they will draft the legislation of change.

Government relations professionals play a key role in facilitating a business/education partnership. They provide essential skills to drawing a shared vision that can project the full weight of the business/education constituency to legislators.

REFERENCES

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APPENDIX

The following companies and organizations participated in the Allstate Forum on Public Issues: Labor Force 2000 in Chicago on February 8-9, 1989. This report is a result of that meeting.

Abbott Laboratories
The Abell Foundation
The Advertising Council, Inc.
Aetna Life & Casualty
Alexander Associates
Allstate Insurance Company
Allstate Life Insurance Company
Alternative Schools Network
American Association of Colleges for Teacher Education
American Association of University Women
American Bar Association
American Council of Life Insurance
American Council on Education
American Medical Association
American National Bank
American President Companies, Ltd.
Amerisure Companies
Amoco Corporation
Arthur Andersen & Co.
Ashland Oil, Inc.
AT&T
Automatic Data Processing
Baxter International, Inc.
BellSouth
Beneficial Mgmt. Corp.
Best Western International
The Boeing Company
BP America, Inc.
Brainpower
Bristol-Meyers Co.
Business-Higher Education Forum of the American Council of Education
Career Cooperative
Centel Corporation
Central Power & Light Co.
The Chase Manhattan Bank
Chevron Corp.
Chicago Housing Authority
Chicago Public Schools
Chicago School Reform Authority
Chicago Title and Trust Company
Chicago United, Inc.
Chicago Urban League
CHUBB Corporation
CIGNA
Cigna Foundation
Citibank
Citicorp Diners Club
Clearing House on Urban Education
CNA Insurance
Commission on Women's Affairs
Committee For Economic Development
Compaq Computer Corp.
Consumers Power Company
Continental Bank
Council of Chief States
Council of Independent Colleges
Deloite Haskins & Sells
E-Systems
Eastman Kodak Co.
Education Research Development Institute
Educational Assistance Ltd.
Educational Commission of the States
Enron Corporation
Fannie Mae — Federal National Mortgage Association
FMC Corporation
Ford Motor Co.
Fortune Magazine
General Motors Corporation
General Reinsurance
Georgia Gulf Corporation
Golin Harris Communications
Edward Gonwa
William Rainey Harper College
Hill and Knowlton
Hoechst Celanese Corp.
Holiday Corporation
Houston Independent School District
Hudson Institute
IBM Corporation
Illinois Bell
Illinois PTA
Ingersoll-Rand
Inland Steel Industries
Insurance Information Institute
International Minerals & Chemical Corp.

ITT Educational Services, Inc.
The Jepson Corporation
Jobs for Youth
John Hancock Financial Services
Junior Achievement of Chicago
Junior Achievement of Milwaukee
K Mart Corporation
Kellwood Co.
Kemper Group
Lake County Regional Superintendent of Schools
Lieberman & Assoc.
Lincoln National Corporation
Martin Marietta Corp.
McDonnell Douglas Corporation
MCI
Mead Corporation
The Merck Company Foundation
Meridian Bankcorp, Inc.
Middle South Utilties System
Morton Thiokol, Inc.
National Alliance of Business
National Association of Partners in Education
National Association of State Boards of Education
National Bank of Detroit
National Coalition of Hispanic Health and Human Services Organizations
National Education Association
National PTA
National School Boards Association
Nationwide Insurance Companies
New York Life
Northern Illinois Industrial
Northern States Power Company
Northwestern Mutual Life
Oklahoma Governor's Office
Pacific Gas & Electric Co.
Palmer, Sharrit & Co.
PBS
Peat Marwick Main & Co.
Philip Morris
Pittway Corp. (Standard Shares)
Port of Portland
PPG Industries, Inc.
Premark International
The Principal Financial Group
Procter & Gamble Co.
Project P.A.S.S.
The Prudential Foundation
The Quaker Oats Co.
Rand McNally & Co.
Reliance Comm/Tec Corporation
Rhode Island/Workforce 2000
W. R. Roach & Assoc.
Royal Insurance
J. T. Ryerson & Son, Inc.
SAFECO Insurance Companies
The St. Paul Companies
St. Paul Federal Bank
St. Petersburg Jr. College
Salomon Brothers, Inc.
Scientific-Atlanta, Inc.
Scott, Foresman & Co.
Sears, Roebuck & Co.
Shell Oil Company Foundation
Signode Corporation
Southern Education Foundation
The Standard Products Co.
State Farm Insurance Cos.
STS Consultants, Ltd.
S.W. Bell
Time, Inc.
Touche Ross & Co.
The Travelers Companies
20th Century Insurance
United Technologies Corp.
Universal Training
University of Illinois, Institute of Government
U.S.A.A.
U.S. Chamber of Commerce
U.S. West Communications
Vaughan, Nelson, Scarborough & McConnell
Waukegan Public Schools
West Northfield School District No. 31
Westinghouse Electric Corporation
Zurich-American Insurance Group